# DOCUMENT RESUME

| | |
|---|---|
| ED 248 378 | CE 039 705 |

| | |
|---|---|
| AUTHOR | Kinsey, Patricia E., Ed.; And Others |
| TITLE | Health Occupations Education I. Instructor's Manual. [Revised]. |
| INSTITUTION | South Carolina State Dept. of Education, Columbia. Office of Vocational Education. |
| PUB DATE | 84 |
| NOTE | 348p.; Supersedes ED 222 736. For related modules, see ED 222 737-747. |
| PUB TYPE | Guides - Classroom Use - Guides (For Teachers) (052) |
| EDRS PRICE | MF01/PC14 Plus Postage. |
| DESCRIPTORS | *Allied Health Occupations Education; Behavioral Objectives; *Classroom Techniques; Communication Skills; Competence; *First Aid; Guidelines; Hygiene; Job Skills; Learning Activities; Learning Modules; Lesson Plans; Mathematics Skills; *Medical Services; *Nutrition; Recordkeeping; Records (Forms); Secondary Education; State Curriculum Guides; Teaching Methods |
| IDENTIFIERS | Asepsis; Health Occupations Student Association; *Patient Care; South Carolina |

ABSTRACT

This instructor's guide consists of materials for use in teaching the first year of a two-year course in health occupations education that is designed for high school students. Included in the volume are an introduction, a list of modules, a list of tools and supplies, instructional references, a list of suggested instructional filmstrips, an achievement record, and a series of instructor's guides for 49 learning modules that are organized under the following 13 instructional areas: medical and surgical asepsis, vital signs, the physcial exam, patient body mechanics, bedmaking, personal care, communications, nutrition, intake and output, first aid, pre- and postoperative care, fundamental mathematics for health careers, and the Health Occupations Student Association (HOSA). Each of the unit guides contains some or all of the following: a list of the components of the module; a module outline that includes teaching suggestions, equipment and supplies, and teacher's notes; student assignment sheets; sample forms; and transparency masters. (MN)

***********************************************************************
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
***********************************************************************

ED248378

INSTRUCTOR'S MANUAL

# HEALTH OCCUPATIONS EDUCATION I

SOUTH CAROLINA HEALTH OCCUPATIONS EDUCATION

South Carolina Department of Education, Charlie G. Williams, State Superintendent

CE039 905

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SOUTH CAROLINA DEPARTMENT OF EDUCATION

Dr. Charlie G. Williams, State Superientendent of Education

Division of Instruction
Sidney B. Cooper, Deputy Superintendent

Office of Vocational Education
Dr. Moody M. Oswald, Jr., Director

Vocational Curriculum Development Section
Dr. Robert T. Benson, Chief Supervisor

South Carolina Department of Education: An Equal Opportunity Agency
Columbia, South Carolina 29201

# HEALTH OCCUPATIONS EDUCATION I

Materials Developed in FY '81
by

Nancy Day
Enoree Area Vocational Center

Patricia De Leone
Howard High School

Lucie Blumstein
Calhoun-Orangeburg Vocational
Education Center

Kathryn Dunmeyer
Lynhaven Career Center

Revision Conducted in FY '84
by

Dorothy Dantzler
Calhoun-Orangeburg Vocational
Education Center

Winifred Strickland
Lake City Area Vocational
Center

Barbra Jones
Lynhaven Career Center

State Consultant for Health Occupations Education: Barbara H. James

Development Directed by
Ellen T. Hayden
Curriculum Designer, South Carolina Department of Education

Patricia E. Kinsey, Editor
Jim Lewallen, Word Processing Operator
Angela Hardee, Artist

# FOREWORD

Whereas the ratio of health or medical workers, including the physician, to the patient was at most 1.5 to 1 in 1913, it is currently in the neighborhood of 14 or 15 to 1. Such a significant ratio change is indicative of the remarkable growth of health occupations, especially during the last four decades. The projected growth between now and 1990 is equally as impressive — a 40 percent increase to 2.93 million persons!

Serving as an instructor for students who are preparing to join the rapidly increasing numbers of health care teams is a unique and important responsibility. We hope that these curriculum materials will assist you in stimulating and motivating students while simultaneously preparing them for entry-level job opportunities.

Barbara H. James
State Consultant
Health Occupations Education

## TABLE OF CONTENTS

Introduction 1

List of Modules 3

Tools and Supplies 5

Instructional References 7

Instructional Filmstrips 9

Achievement Record 11

Instructor's Guides 23

# INTRODUCTION

The development of curriculum materials for use in South Carolina's Health Occupations Education I offerings began in the summer of 1979. The initial efforts were aimed at providing a set of minimum instructional standards for the State. The materials are designed to measure student progress via performance.

The Health Occupations Education I instructional package is organized into forty-nine learning modules which are based on job tasks identified by practitioners in the health field. The modular learning approach allows for individualized instruction and flexibility in teaching styles. A concise instructor's guide accompanies each module.

The suggested teaching/learning activities are centered on the student rather than the teacher, the traditional focus of instructional materials. Since added responsibility is placed on the student, results of evaluation have evidenced that interest and motivation are greatly increased.

An achievement record is included for use by the instructor in monitoring the individual student's progress. Those instructors who wish to award a special record of completion to students finishing HOE I may use the sample shown on page 11. Attached to the sample completion record is a comprehensive listing of the competencies.

The classroom delivery package was developed and evaluated by in-State health occupations instructors and students. Serving the first of a two-year course of study, the materials are designed to stimulate and motivate students while serving to satisfy, in part, the preparation requirements for entry-level opportunities as assistants on health care teams in a variety of practice settings.

The staff of the Office of Vocational Education, State Department of Education, values the Health Occupations Education I classroom delivery package as one means for establishing minimum and uniform program standards while also providing a system of accountability for teachers and students. Any suggestions for improvement and expansion are welcome.

Ellen T. Hayden
Vocational Curriculum Designer

# LIST OF MODULES

## HEALTH OCCUPATIONS I

I. Medical and Surgical Asepsis

- A. Washing Hands
- B. Preparing Equipment for Sterilization
- C. Preparing an Isolation Unit
- D. Performing Terminal Disinfection
- E. Serving and Removing Food Trays for the Isolation Patient
- F. Putting on and Removing Gloves and Face Masks
- G. Putting on and Removing Sterile or Non-Sterile Isolation Gown

II. Vital Signs

- A. Measuring and Recording Patient's Temperature
- B. Measuring and Recording the Pulse
- C. Measuring and Recording Respiration
- D. Measuring and Recording Blood Pressure

III. Physical Exam

- A. Measuring and Recording Height and Weight
- B. Positioning Patients for Physical Exam and Assisting with the Physical Exam
- C. Administering the Eye Chart Exam

IV. Patient Body Mechanics

- A. Transporting Patients
- B. Admitting, Transferring, and Discharging Patients
- C. Positioning Patients
- D. Performing Range of Joint Motion Exercises
- E. Ambulating Patients

V. Bedmaking

- A. Making Unoccupied Beds
- B. Making Occupied Beds
- C. Making the Surgical Bed
- D. Adjusting the Hospital Bed

VI. Personal Care

- A. Caring for Patient's Hair and Nails
- B. Giving the Patient a Bath
- C. Shaving the Male Patient
- D. Caring for Patient's Skin
- E. Giving Oral Care
- F. Assisting Patients in Dressing and Undressing

VII. Communications

A. Communicating with Others
B. Screening Incoming Calls, Recording and Relaying Messages, and Placing Outgoing Calls
C. Greeting and Directing Visitors
D. Initiating and Responding to Intercom Communications

VIII. Nutrition

A. Assisting with Nutrition

IX. Intake and Output

A. Collecting, Testing, Charting, and Recording Specimens
B. Assisting with Care of Urinary Drainage
C. Assisting Bed Patient with Elimination of Body Wastes
D. Measuring and Recording Intake and Output

X. First Aid

A. Bandaging Patients
B. Applying Splints
C. Performing Mouth-to-Mouth Resuscitation
D. Relieving Obstructed Airways
E. Transporting Injured Victims

XI. Pre and Postoperative Care

A. Preparing Patients for Surgery
B. Providing Postoperative Care
C. Applying Binders and Bandages
D. Applying Restraints

XII. Fundamental Mathematics for Health Careers

XIII. Health Occupations Student Association (HOSA)

## TOOLS AND SUPPLIES

Many of the learning activities in the Health Occupations I modules require specific tools and supplies. These items have been listed by duty area for your assistance in planning the program of instruction.

I. Medical and Surgical Asepsis

Assorted instruments, soap, paper towels, sink, wastebasket with cover, jars, rubber tubing, catheters, basin, scrub brush, isolation signs, bedside table, stand or isolation chart, isolation gowns, caps, masks, booties, gloves, paper bags, plastic trash bags, isolation laundry bags, I.V. standard, hamper, patient admission kit, bedpan, urinal, toilet tissue, disinfectant solution, isolation labels, tape, red marking pencil, reusable and disposable foodtrays, silverware or disposable utensils, germicidal solution, sterile and nonsterile hospital gowns, laundry bag, cleaning cloths, serving dishes, glassware.

II. Vital Signs

Glass or electric thermometer, graphic chart, lubricant, alcohol wipes, thermometer container, cleansing solution, pencil, pen, paper, watch with a second hand, stethoscope, aneroid or mercury sphygmomanometer.

III. Physical Exam

Physician's scale, examination table or bed, sheet, blood pressure cuff, stethoscope, opthalmoscope, otoscope, percussion hammer, tuning fork, vaginal speculum, glass slides, cotton-tipped applicators, eye cover, eye chart.

IV. Patient Body Mechanics

Stretcher, wheelchair, hospital bed, linen, chair, blanket, two poles, physician's orders, personal belongings, pillows, trochanter roll (or alternative), washcloths, towels, crutches, walker.

V. Bedmaking

Mattress pad, bottom and top cloth sheets, plastic or rubber drawsheet, spread, pillow, pillow case, hospital bed, blanket, towel, disposable pad.

VI. Personal Care

Towel, comb, brush, orangewood stick, basin, blunt scissors, lotion, newspaper, washcloth, bath blanket, bath thermometer, soap, portable sitz bath (optional), rubber ring (optional), shaving cream, safety razor, mirror, after shave lotion or powder (optional), toothbrush, toothpaste, dentures, 4 x 4 gauze, patient's clean clothes, hospital gowns/pajamas, teaching doll, diaper.

VII. Communications

Telephone, intercom system (or simulated system), pencil, pen, paper.

VIII. Nutrition

Wash basin, soap, towel, washcloth, food tray, diet lists, baby bottle, assignment sheet, prescribed formulas, drinking supplies (pitcher, glasses, straw, ice, etc.)

IX. Intake and Output

Physician's orders, laboratory requisition, teaching doll, urinary drainage unit, bedpan and cover, graduated pitcher, urinal and cover, toilet tissue, basin, soap, towel, washcloth, specimens for practice (jello, pudding, tea), intake and output equivalent chart, intravenous fluids (one bottle), emesis basin, juice glass, soup bowl, dessert dish, water pitcher.

X. First Aid

Roller bandages, gauze pads, blanket, triangular bandage, splints, rolled newspapers or magazines, strips of cloth for padding, simulated injured victim or mannequin.

XI. Pre and Postoperative Care

Simulated patient in a hospital bed, sphygmomanometer, stethoscope, pillows, roller bandages, tape, safety pins, sculteus binder, breast binder (or straight binder), T-binder, double T-binder, peri-pads, cloth limb holders or wrist restraints, restraint belt or safety belt, body or jacket restraint, elbow restraint, roller gauze, ABD pads or washcloth.

XII. Fundamental Mathematics for Health Careers

Measuring devices — dram, ounce, pint, quart, gallon, pound

XIII. Health Occupations Student Association

**National HOSA Handbook**

# INSTRUCTIONAL REFERENCES

These references are recommended for reading assignments in the HOE I modules.

Caldwell, Esther, and Hegner, Barbara R. **Health Assistant.** Albany, NY: Delmar Publishers, 1980.

Davis, Howard T., and Hayden, Jerome D. **Mathematics for Health Careers.** Albany, NY: Delmar Publishers, 1980.

Graflund, Robert S. **Basic Math Puzzles.** Portland, ME: J. Weston Walch Publisher, 1976.

Oklahoma Department of Education. **Health Occupations Education: Health Service Careers.** Stillwater, Oklahoma, 1978.

Otto, James H.; Julian, Clayd J.; Tether, J. Edward; and Nassif, Janet Z. **Modern Health.** Chamblee, GA: Holt, Rinehart, and Winston Inc., 1980.

Schniedman, Rose; Lambert, Susan; and Wander, Barbara. **Being a Nursing Assistant.** 3rd ed. Chicago: Hospital Research and Educational Trust, 1982.

Skelley, Esther G. **Medications and Mathematics for the Nurse.** Albany, NY: Delmar Publishers, 1976.

Simmers, Louise M. **Diversified Health Occupations.** 1st ed. Albany, NY: Delmar Publishers, 1983.

Wittman, Karl S. **Basic Sciences for Health Careers.** Albany, NY: McGraw-Hill Publishers, 1976.

Wood, Lucile A., and Rambo, Beverly J. **Nursing Skills for Clinical Practice.** 3rd ed. Philadelphia: W. B. Saunders Company, 1982.

Wood, Lucile A., and Rambo, Beverly J. **Nursing Skills for Allied Health Services.** 2nd ed. Philadelphia: W. B. Saunders Company, 1977.

These medical dictionaries are recommended for reference usage in the HOE I modules.

Miller, Benjamin F., and Keane, Claire Brackman. **Encyclopedia and Dictionary of Medicine and Nursing.**

Taber, Clarence W. **Taber's Cyclopedic Medical Dictionary.** Philadelphia: Davis Co., 1981.

## INSTRUCTIONAL FILMSTRIPS

The filmstrips recommended for viewing assignments in the HOE I modules are available from:

Trainex Corporation
P. O. Box 116
Garden Grove, CA 29642

American National Red Cross
Central South Carolina Chapter
1100 Shirley Street
Columbia, SC
(or, Contact your local Red Cross office.)

| **Module No.** | **Title** |
|---|---|
| I-A | "Medical Asepsis" (Trainex) |
| I-C | "Principles of Isolation Technique" (Trainex) |
| I-D,E,F,G | "Cleaning the Isolation Room" (Trainex) |
| II-A,B,C | "Temperature, Pulse, and Respiration" (Trainex)<br>or "Taking the Patient's Temperature" (Trainex) |
| II-D | "Blood Pressure" (Trainex) |
| III-A,B | "Assisting with a Physical Exam" (Trainex) |
| IV-A | "Lifting and Moving Patients" (Trainex) |
| IV-A,E | "Transfer Activities and Ambulation" (Trainex) |
| IV-B | "Admission and Discharge" (Trainex) |
| IV-C | "Positioning to Prevent Complications" (Trainex) |
| IV-D | "Range of Motion Exercises to Prevent Contractures" (Trainex) |
| IV-E | "Teaching Crutch Walking" (Trainex) |
| V-A | "Cleaning the Check-Out Room" (Trainex) |
| V-B | "Occupied Bedmaking" (Trainex) |
| VI-B,C,D | "Bed Bath" (Trainex) |
| VI-D | "Care of the Patient in a Cast" (Trainex)<br>"Prevention and Treatment of Decubiti" (Trainex) |
| VI-E | "Oral Hygiene" (Trainex) |

| Module No. | Title |
|---|---|
| VII-C | "The Volunteer as Receptionist, Escort and Hostess" (Trainex) |
| VIII-A | "Feeding the Patient" (Trainex) |
| IX-A | "Collecting Urine Specimens" (Trainex) |
| IX-B | "Closed Urinary Drainage System or Important Procedures in Asepsis: Intravenous Fluid Therapy and Urinary Drainage" (Trainex) |
| IX-C | "Bowel Elimination" (Trainex) |
| IX-D | "Intake and Output" (Trainex) |
| X-A,B,C,D,E | "Multimedia Standard First Aid Film" (American National Red Cross) |
| XI-A,B | "Preoperative and Postoperative Care" (Trainex) |
| XI-C | "Application of Bandages and Binders" (Trainex) |
| XI-D | "The Use of Protective Restraints" (Trainex) |
| XIII | "The HOSA Story" (Slide-tape presentation produced by National HOSA; available from South Carolina Department of Education.) |

## ACHIEVEMENT RECORD

The following student

________________________________________

at

________________________________________

has satisfactorily achieved the competencies identified for the program of

HEALTH OCCUPATIONS EDUCATION I

____________________, 198_

______________________________
(Instructor)

*(Serving as the basis for the first of a two-year course of study, the HOE I competencies are cited on the attached sheets. It should be noted that mastery of the skills needed in order to become a health care assistant requires that the student continue study of Health Occupations Education II.)

_________________ (Signature of instructor)

_________________ (Date)

## ACHIEVEMENT RECORD

## HEALTH OCCUPATIONS I

| COMPETENCIES | Accomplished* | Needs Improvement** | Not Accomplished*** |
|---|---|---|---|
| I. Medical and Surgical Asepsis | | | |
| A. Use proper handwashing technique. | | | |
| B. Prepare equipment for sterilization. | | | |
| C. Prepare isolation unit | | | |
| D. Perform terminal disinfection of an isolation unit. | | | |
| E. Serve and remove food tray from isolation unit. | | | |
| F. Put on and remove sterile gloves. | | | |
| G. Put on and remove mask. | | | |
| H. Put on and remove sterile gown. | | | |
| I. Put on and remove unsterile gown. | | | |
| II. Vital Signs | | | |
| A. Measure and record temperature. | | | |
| 1. Oral temperature | | | |
| 2. Rectal temperature | | | |
| 3. Axillary temperature | | | |
| 4. Record temperature on graphic chart. | | | |
| B. Measure and record pulse at six sites. | | | |
| 1. Radial pulse | | | |
| 2. Temporal pulse | | | |
| 3. Femoral pulse | | | |

| | |
|---|---|
| *Accomplished: | Student has demonstrated mastery of the competency by satisfactorily performing in the classroom laboratory and/or clinical setting. |
| **Needs Improvement: | Student has attempted mastery of the competency, but needs additional practice and supervision (preferably during orientation phase of employment). |
| ***Not Accomplished: | Student has not demonstrated mastery of the competency. In-depth instruction and practice under supervision are recommended. |

| COMPETENCIES | Accomplished* | Needs Improvement** | Not Accomplished* |
|---|---|---|---|
| 4. Carotid pulse | | | |
| 5. Pedal pulse | | | |
| 6. Apical pulse | | | |
| 7. Record pulse measurement on graphic chart. | | | |
| C. Measure and record respiration. | | | |
| 1. Measure respiratory rate. | | | |
| 2. Describe rhythm and depth of respiration. | | | |
| 3. Record rate on graphic chart. | | | |
| D. Measure and record blood pressure. | | | |
| 1. Measure blood pressure. | | | |
| 2. Record blood pressure on graphic chart. | | | |
| III. Physical Exam | | | |
| A. Measure and record height and weight. | | | |
| B. Position and drape patient for examination. | | | |
| 1. Horizontal recumbent | | | |
| 2. Prone | | | |
| 3. Dorsal recumbent | | | |
| 4. Sims | | | |
| 5. Semi-Fowler's | | | |
| 6. Knee chest | | | |
| 7. Dorsal lithotomy | | | |
| C. Assemble proper equipment and supplies. | | | |
| D. Administer eye chart exam. | | | |

| COMPETENCIES | Accomplished* | Needs Improvement** | Not Accomplished*** |
|---|---|---|---|
| IV. Patient Body Mechanics | | | |
| A. Transfer patient from bed to stretcher. | | | |
| B. Transfer patient from bed to wheelchair. | | | |
| C. Admit, transfer, and discharge patient. | | | |
| D. Position the patient. | | | |
| 1. Sims position | | | |
| 2. Prone position | | | |
| 3. Supine position | | | |
| E. Perform range of motion exercises. | | | |
| F. Ambulate the patient. | | | |
| 1. Assist patient to dangle legs. | | | |
| 2. Assist patient to crutch walk. | | | |
| 3. Assist patient to use walker. | | | |
| 4. Assist patient to ambulate. | | | |
| V. Bedmaking | | | |
| A. Make an unoccupied bed. | | | |
| B. Make an occupied bed. | | | |
| C. Make a surgical (postoperative) bed. | | | |
| D. Adjust the hospital bed. | | | |
| VI. Personal Care and Cleanliness | | | |
| A. Comb and/or brush hair. | | | |
| B. Clean and trim fingernails and toenails. | | | |
| C. Shampoo hair. | | | |

| COMPETENCIES | Accomplished* | Needs Improvement** | Not Accomplished |
|---|---|---|---|
| D. Give a bath. | | | |
| 1. Partial or complete bed bath | | | |
| 2. Tub and sitz bath | | | |
| E. Shave a male patient. | | | |
| F. Care for the patient's skin. | | | |
| 1. Give a back rub. | | | |
| 2. Give skin care to a comatose patient. | | | |
| 3. Give skin care to patient in traction or a cast. | | | |
| 4. Give skin care to patient with decubitus ulcer. | | | |
| G. Give oral care. | | | |
| H. Assist patient to dress and undress. | | | |
| VII. Communications | | | |
| A. Communicate via verbal and non-verbal behavior. | | | |
| B. Screen incoming call; record and relay message. | | | |
| C. Assist patient in placing outgoing call. | | | |
| D. Greet and direct visitors. | | | |
| E. Initiate and respond to intercom communication. | | | |
| VIII. Assisting with Nutrition | | | |
| A. Serve food to patient. | | | |
| B. Assist patient to eat. | | | |
| C. Feed an infant. | | | |
| D. Distribute drinking water. | | | |
| E. Record intake on chart. | | | |

| COMPETENCIES | Accomplished* | Needs Improvement** | Not Accomplished*** |
|---|---|---|---|
| IX. Intake and Output | | | |
| A. Collect, test, chart and record specimens. | | | |
| 1. Collect 24-hour urine specimen. | | | |
| 2. Collect routine urine specimen. | | | |
| 3. Collect clean catch (and/or mid-stream) urine. | | | |
| 4. Collect a stool specimen. | | | |
| 5. Collect a sputum specimen. | | | |
| 6. Test urine for sugar and acetone. | | | |
| B. Assist with care of urinary drainage unit. | | | |
| C. Assist patient with elimination of body waste. | | | |
| D. Measure and record intake and output. | | | |
| X. First Aid | | | |
| A. Apply bandages. | | | |
| 1. Closed spiral dressing | | | |
| 2. Open spiral dressing | | | |
| 3. Figure-eight bandage | | | |
| 4. Cravat bandage | | | |
| 5. Triangular head bandage | | | |
| 6. Arm sling | | | |
| B. Apply a splint. | | | |
| 1. Upper arm splint | | | |
| 2. Forearm splint | | | |

| COMPETENCIES | Accomplished* | Needs Improvement** | Not Accomplishe |
|---|---|---|---|
| 3. Knee splint | | | |
| 4. Clavicle splint | | | |
| C. Perform mouth-to-mouth resuscitation. | | | |
| D. Relieve obstructed airway. | | | |
| 1. Unconscious patient | | | |
| 2. Conscious patient | | | |
| E. Transport injured victims. | | | |
| 1. Shoulder-drag method | | | |
| 2. Blanket-drag method | | | |
| 3. Chair-lift | | | |
| 4. Carry-by-extremeties method | | | |
| 5. Two-person carry | | | |
| 6. Three-person hammock carry | | | |
| XI. Pre and Postoperative Care | | | |
| A. Provide preoperative care. | | | |
| 1. Clean and shave operative site. | | | |
| 2. Prepare patient for surgery. | | | |
| B. Provide postoperative care. | | | |
| 1. Check and record vital signs. | | | |
| 2. Assist patient to turn, cough and deep breathe. | | | |
| 3. Perform range of motion exercises. | | | |
| 4. Maintain proper body alignment. | | | |
| C. Observe, report and apply binders and bandages. | | | |
| 1. Apply a circular bandage. | | | |

| COMPETENCIES | Accomplished* | Needs Improvement** | Not Accomplished*** |
|---|---|---|---|
| 2. Apply a sceulteus binder. | | | |
| 3. Apply a breast binder. | | | |
| D. Apply restraints. | | | |
| XII. Fundamental Mathematics | | | |
| A. Use Roman numerals. | | | |
| B. Compute fractions. | | | |
| C. Compute decimals. | | | |
| D. Figure ratio and proportion. | | | |
| E. Convert measurements. | | | |
| XIII. Learning About HOSA | | | |

**Instructor's Comments**

RATING SCALE:
4. Exceptional/Always
3. Usually Successful
2. About 50-50
1. Seldom/Avoids

## INTERPERSONAL SKILLS

| In the instructor's opinion, this student exhibits: | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| CONFIDENCE — Believes in self; others respect, admire and emulate. | | | | |
| PERSEVERANCE — Continues difficult tasks until completed. | | | | |
| COMPREHENSION — Pays attention and "catches on" to ideas/situations. | | | | |
| INITIATIVE — Finds work to do without being told; is self-motivated. | | | | |
| RELIABILITY — Does tasks assigned without constant supervision. | | | | |
| TACT — Is careful not to hurt others' feelings or cause anger. | | | | |
| LOYALTY — Stands up for personal values and fully supports supervisors. | | | | |
| ENTHUSIASM — Demonstrates desire to learn and please; eager, earnest, and zealous student worker. | | | | |
| COOPERATION — Demonstrates willingness to work as a team member and assist others. | | | | |
| ADAPTABILITY — Adjusts to changes in schedules and assignments. | | | | |
| LEADERSHIP — Gets others to cooperate and channel their efforts towards a common goal. | | | | |
| POISE — Maintains self-control. | | | | |
| ORAL EXPRESSION — States information in a clear, logical order. | | | | |
| SOCIABLE — Makes friends easily and is open-minded. | | | | |

____________________
Name of Student

____________________
Signature of Instructor

__________
DATE

## WORK HABITS

| In the instructor's opinion, this student: | Satisfactory | Needs Improvement |
|---|---|---|
| Begins work promptly. | | |
| Works without wasted efforts and resources. | | |
| Follows established safety and health procedures without being reminded. | | |
| Works courteously and cooperatively with others. | | |
| Responds to evaluations and criticism with willingness to improve. | | |
| Seeks out additional work and responsibilities. | | |

Name of Student

Signature of Instructor

DATE

# INSTRUCTOR'S GUIDES

BEST COPY AVAILABLE

Module I-A

# WASHING HANDS

(Title)

## CONTENTS OF MODULE

| Student Information | Activity | Page |
|---|---|---|
| Student Information Sheet No. 1 - Ways Organisms Are Spread | 3 | 4 |
| Student Information Sheet No. 2 - Infection Control - The Laws | 3 | 5 |
| Student Assignment Sheet No. 1 - Pre-Test | 2 | 3 |
| Student Assignment Sheet No. 2 - Terminology | 4 | 6 |
| Student Assignment Sheet No. 3 - Post-Test | 9 | 10 |
| **Student Self-Checks** | | |
| Terminology | 5 | 7 |
| Questions on Handwashing | 8 | 8 |
| **Evaluator's Final Checklist:** Washing Hands | 10 | 11 |
| **SUGGESTED AUDIOVISUAL MATERIALS** | | |
| Trainex Filmstrip: "Medical Asepsis" | 6 | |
| **RECOMMENDED REFERENCES** | | |
| NURSING SKILLS FOR ALLIED HEALTH SERVICES, 2nd ed., pp. 36-45 | 1 | |
| NURSING SKILLS FOR CLINICAL PRACTICE, 3rd ed., pp. 115-129 | 1 | |
| HEALTH ASSISTANT, pp. 23-31 | 1 | |
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 56-58 | 1 | |
| BEING A NURSING ASSISTANT, pp. 74-77 | 1 | |

Module I-A

WASHING HANDS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Use other references if desired. | | |
| 2 | None | Pre-Test | Check answers in text at end of Pre-Test. |
| 3 | None | | |
| 4 | Review terminology aloud with class. | TABER'S CYCLOPEDIC MEDICAL DICTIONARY or other appropriate reference | |
| 5 | None | | Make answer key available to student. |

Module I-A

## WASHING HANDS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6 | Use other filmstrip if recommended one is not available. | Filmstrip projector<br>Screen<br>Cassette player | |
| 7 | Allow sufficient time for practice. | Water from sink with foot, knee or hand control<br>Soap-liquid preferred<br>Wastebasket<br>Paper towels | Additional supplies:<br>Nail brush<br>Orangewood stick (may be utilized if desired) |
| 8 | None | | Make answer key available to student. |
| 9 | | Post-Test | |
| 10 | Provide actual experiences for Check-Out Activities. Use Evaluator's Final Checklist. | Handwashing facilities (Refer to L.A. # 7.) | |

Module I-A

WASHING HANDS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| | Extended Learning: Encourage the students to investigate different diseases that are transmitted by body contact with a contaminated person or object. | | |
| | | | |
| | | | |
| | | | |
| | | | |

Module I-B

# PREPARING EQUIPMENT FOR STERILIZATION

(Title)

## CONTENTS OF MODULE

| | Activity | Page |
|---|---|---|
| **Student Information** | | |
| Student Information Sheet - Cleaning, Rinsing, and Drying of Instruments and Equipment | 1 | 3 |
| Student Assignment Sheet No. 1 - Research on Sterilization | 4 | 4 |
| Student Assignment Sheet No. 2 - Choose the Right Answers | 4 | 5 |
| Student Assignment Sheet No. 3 - Test Yourself | 4 | 7 |
| Student Assignment Sheet No. 4 - Seek and Find Puzzle | 4 | 8 |
| **Student Self-Checks** | | |
| Preparation of Equipment for Sterilization - True/False | 5 | 9 |
| **Evaluator's Final Checklist:** Preparing Equipment for Sterilization | 6 | 11 |

## SUGGESTED AUDIOVISUAL MATERIALS

## RECOMMENDED REFERENCES

TOPIC:

| | Activity |
|---|---|
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 58-75 | 1 |

## PREPARING EQUIPMENT FOR STERILIZATION

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Use additional references if available. | | |
| 2 | Take field trip to central supply area at hospital or plan a demonstration by instructor. | | |
| 3 | Provide lab time for practice. | Scissors<br>Glass syringes<br>Tubing<br>Asepto syringes<br>Catheters<br>Clamps<br>Forceps<br>Basin<br>Detergent<br>Brush | |
| 4 | None | | Make answer key available to student. |
| 5 | None | | Make answer key available to student. |

Module I-B

## PREPARING EQUIPMENT FOR STERILIZATION

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6 | Provide actual experience for Check-Out Activities. Use Evaluator's Final Checklist. | Cleaning materials<br>Soiled instruments<br>(Refer to L.A. # 3.) | |
| | Extended Learning: Encourage the students to investigate diseases and infections that have been spread in hospitals because of contaminated equipment. | | |
| | | | |
| | | | |
| | | | |

## Student Assignment Sheet No. 4 — SEEK AND FIND PUZZLE

Find the following words hidden in the puzzle. (The instructor will provide clean copies of the puzzle.)

asepsis
bacteria
germ
friction
microorganism
aerobic
anaerobic
pathogen
germicide
disinfection
sterilization
antibiotic
spore
staphylococcus
culture

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| S | T | A | P | H | Y | L | O | C | O | C | C | U | S | A | B | E | S | R | C |
| M | M | H | A | P | C | O | J | L | K | M | S | U | T | S | N | J | L | D | D |
| O | C | I | R | G | R | M | G | E | R | M | K | P | E | Q | U | P | A | G | G |
| N | D | R | C | E | G | L | B | F | N | R | B | S | R | K | F | T | B | E | F |
| T | E | L | M | R | H | E | I | T | E | R | A | K | I | G | Q | S | D | R | Y |
| E | N | M | E | K | O | O | R | L | G | J | C | U | L | T | U | R | E | M | X |
| C | T | C | B | I | C | O | M | N | O | C | T | B | I | P | Q | S | C | I | B |
| D | N | O | I | T | C | I | R | F | H | R | E | P | Z | Q | S | P | O | C | A |
| R | L | A | Z | E | R | L | B | G | T | G | R | Q | A | S | E | P | S | I | S |
| A | E | R | O | B | I | C | O | Z | A | Q | I | Q | T | P | H | J | P | D | R |
| G | A | L | C | A | L | D | N | R | P | N | A | L | I | M | K | L | O | E | C |
| L | O | R | A | N | T | I | B | I | O | T | I | C | O | M | L | N | R | O | E |
| D | I | S | I | N | F | E | C | T | I | O | N | S | N | K | M | L | E | L | D |
| T | A | N | A | E | R | O | B | I | C | M | D | L | M | H | R | O | R | L | Y |

Module I-C

# PREPARING AN ISOLATION UNIT

(Title)

## CONTENTS OF MODULE

| Student Information | Activity | Page |
|---|---|---|
| Student Information Sheet No. 1 - Isolation Signs | 3 | 4 |
| Student Information Sheet No. 2 - General Isolation Reminders | 3 | 6 |
| Student Information Sheet No. 3 - Reverse Isolation Technique | 3 | 7 |
| Student Assignment Sheet No. 1 - Terminology | 6 | 8 |
| Student Assignment Sheet No. 2 - Protection of Self | 6 | 9 |
| Student Assignment Sheet No. 3 - Post-Test: Isolation Technique | 7 | 10 |
| **Student Self-Checks** | | |
| Terminology | 2 | 3 |
| Preparation of the Isolation Unit - Multiple Choice | 8 | 12 |
| **Evaluator's Final Checklist:** Preparing an Isolation Unit | 9 | 14 |

## SUGGESTED AUDIOVISUAL MATERIALS

| | Activity |
|---|---|
| Trainex Filmstrip: "Principles of Isolation Technique" | 4 |

## RECOMMENDED REFERENCES

| | Activity |
|---|---|
| NURSING SKILLS FOR ALLIED HEALTH SERVICES, 2nd ed., pp. 710-716 | 1 |
| NURSING SKILLS FOR CLINICAL PRACTICE, 3rd ed., pp. 752-760 | 1 |
| HEALTH ASSISTANT, pp. 32-37 | 1 |
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 86-91 | 1 |
| BEING A NURSING ASSISTANT, pp. 78-89 | 1 |

Module I-C

## PREPARING AN ISOLATION UNIT

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Use other references if desired. | | |
| 2 | None | | Make answer key available to student. |
| 3 | Allow time for class discussion of topic. | | |
| 4 | Use other filmstrip if recommended one is not available. | Filmstrip projector<br>Screen<br>Cassette player | |
| 5 | Allow sufficient practice time. Take field trip to a hospital with an isolation unit. | Isolation equipment (Refer to Directions, Student Module No. I-C.) | Arrange for speaker who works in an isolation unit or infection control. |

# PREPARING AN ISOLATION UNIT

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6 | None | | Make answer key available to student. |
| 7 | None | | Make answer key available to student. |
| 8 | Review answers with class. | | |
| 9 | Use Evaluator's Final Checklist for checking out the student. | | |
| | Extended Learning: Encourage the students to investigate the different types of isolation found in their local hospitals. | | |

Module I-D

## PERFORMING TERMINAL DISINFECTION
(Title)

## CONTENTS OF MODULE

| | Activity | Page |
|---|---|---|
| **Student Information** | | |
| Student Assignment Sheet - Infection Control Crossword Puzzle | 2 | 3 |
| **Student Self-Checks** | | |
| Terminology | 3 | 5 |
| Terminal Disinfection - True or False | 6 | 6 |
| **Evaluator's Final Checklist:** Performing Terminal Disinfection | 7 | 8 |

## SUGGESTED AUDIOVISUAL MATERIALS

| | Activity | Page |
|---|---|---|
| Trainex Filmstrip: "Cleaning the Isolation Room" | 4 | |

## RECOMMENDED REFERENCES

| | Activity | Page |
|---|---|---|
| NURSING SKILLS FOR ALLIED HEALTH SERVICES, 2nd ed., pp. 727-728 | 1 | |
| NURSING SKILLS FOR CLINICAL PRACTICE, 3rd ed., pp. 769-771 | 1 | |
| HEALTH ASSISTANT, pp. 38-41 | 1 | |

## PERFORMING TERMINAL DISINFECTION

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Use other references if desired. | | |
| 2 | None | | Make answer key available to student. |
| 3 | Drill aloud in class after students complete the Self-Check. | | Make answer key available to student. |
| 4 | Allow entire class to view filmstrip. If recommended filmstrip is not available, use other appropriate audio-visual materials. | Filmstrip projector<br>Screen<br>Cassette player | |
| 5 | Allow sufficient practice time. | Cloths<br>Gowns<br>Masks<br>Gloves<br>Basin<br>Germicidal solution<br>Paper bags<br>Laundry bags<br>Trash bags<br>Labels | |

## PERFORMING TERMINAL DISINFECTION

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6 | None | | Make answer key available to student. |
| 7 | Provide actual experience for the Check-Out Activity. Use Evaluator's Final Checklist. | Refer to Learning Activity # 5. | |
| | | | |
| | | | |
| | | | |

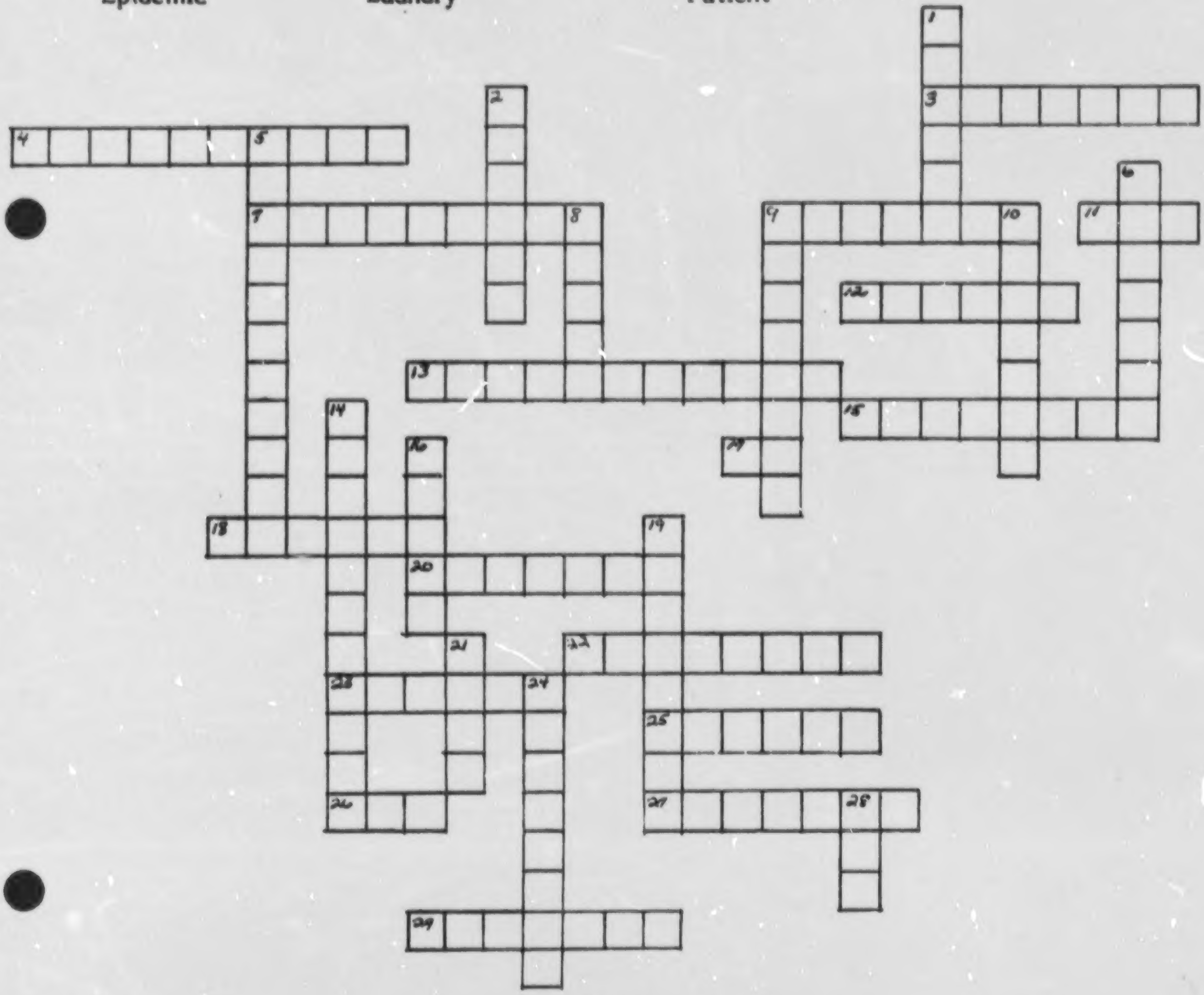
## Student Assignment Sheet — INFECTION CONTROL CROSSWORD PUZZLE

### INFECTION CONTROL CROSSWORD PUZZLE

Choose a partner. Use the vocabulary list provided (if needed) and complete the puzzle. Do not linger on one answer. Go on and complete as many as you can. (The instructor will provide clean copies of the puzzle.)

Use the words below to complete the puzzle.

Anaerobe
Carrier
Catheter
Coccus
Control
Culture
Dietary
Epidemic
Fomite
Hands
Housekeeper
Infection
Iodine
Kiss
Lab
Laundry
Lesion
Maintance
Me
Medications
Nosocomial
Nurse
Oxygen
Patient
Pus
Septisol
Sterile
Sun
Symptoms
Vector



Module I-E

## SERVING OR REMOVING FOOD TRAYS FOR THE ISOLATION PATIENT

(Title)

## CONTENTS OF MODULE

| | Activity | Page |
|---|---|---|
| **Student Information** | | |
| Student Assignment Sheet - Word Search and Definitions (Important Communicable Diseases) | 3 | 3 |
| **Student Self-Check** | | |
| Serving or Removing Food Trays for the Isolation Patient - True or False | 5 | 4 |
| **Evaluator's Final Checklist:** Serving or Removing Food Trays for the Isolation Patient | 6 | 6 |

## SUGGESTED AUDIOVISUAL MATERIALS

| | Activity |
|---|---|
| Trainex Filmstrip: "Principles of Isolation Technique" | 2 |

## RECOMMENDED REFERENCES

| | Activity |
|---|---|
| NURSING SKILLS FOR ALLIED HEALTH SERVICES, 2nd ed., pp. 722-723 | 1 |
| NURSING SKILLS FOR CLINICAL PRACTICE, 3rd ed., p. 765 | 1 |
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 89-91 | 1 |

Mod I-E

## SERVING OR REMOVING FOOD TRAYS FOR THE ISOLATION PATIENT

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Use other references if desired. | | |
| 2 | View filmstrip as often as required. Use other visuals if desired. Check with food service class on sources of additional films. | Filmstrip projector<br>Screen<br>Cassette player | |
| 3 | None | TABER'S CYCLOPEDIC MEDICAL DICTIONARY or other appropriate reference | |
| 4 | Allow sufficient time for practice. Obtain supplies from food service class. Coordinate with food service class to act as dietary aides to deliver and return food trays to dietary department. | Diet tray<br>Dishes<br>Cutlery<br>Cap<br>Gown<br>Mask<br>Gloves | |
| 5 | None | | Make answer key available to student. |

Module I-E

## SERVING OR REMOVING FOOD TRAYS FOR THE ISOLATION PATIENT

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6 | Provide actual experience for the Check-Out Activities. Use Evaluator's Final Checklist for checking out student. |  | Use student as patient. Provide snack foods. Have tray served by food service. |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## Student Assignment Sheet — WORD SEARCH AND DEFINITIONS

### Important Communicable Diseases

Look up information on the following words and write a brief definition of each communicable disease. Then locate and circle the words in the Word Search. Words may appear in horizontal, vertical, diagonal, forward, or backward positions. (The instructor will provide a clean copy of the Word Search.)

1. Pneumonia
2. Typhoid
3. Diptheria
4. Hepatitis
5. Scarlet Fever
6. Smallpox
7. Herpes Simplex
8. Varicella
9. Rubella
10. Influenza
11. Syphilis
12. Tetanus
13. Tuberculosis
14. Cholera
15. Dysentery
16. Hookworm
17. Mumps
18. Gonorrhea
19. Meningitis
20. Whooping Cough
21. Leprosy
22. Poliomyelitis
23. Common Cold

WORD SEARCH

| | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| T | H | C | T | E | T | A | N | U | S | P | O | C | U | A | Z | N | E | U | L | F | N | I |
| F | Y | I | E | K | M | B | N | R | Y | L | V | I | H | G | W | O | H | X | A | U | C | E |
| E | O | P | U | A | D | T | G | R | P | L | H | A | E | T | L | E | P | R | O | S | Y | Q |
| B | W | Q | H | G | S | C | O | I | H | J | R | V | R | B | E | K | S | D | V | P | U | P |
| S | H | A | J | O | M | E | A | P | I | E | U | A | P | I | N | I | M | J | S | O | H | E |
| I | O | D | F | N | I | W | H | M | L | G | O | D | E | T | C | Z | A | E | M | L | T | R |
| H | O | X | N | O | R | D | T | O | I | P | C | K | S | M | O | E | L | W | A | I | R | L |
| Y | P | K | Z | R | D | O | H | S | S | M | N | E | S | F | M | O | L | E | P | O | E | S |
| M | I | V | I | R | I | C | P | L | O | X | U | J | I | R | M | S | P | L | I | M | V | P |
| A | N | O | E | H | U | A | I | E | B | T | Q | M | M | I | O | A | O | R | A | Y | E | Y |
| S | G | N | F | E | J | S | L | T | G | U | H | E | P | A | N | M | X | N | O | E | F | R |
| R | C | U | M | A | O | W | C | M | V | D | Y | L | L | S | C | D | S | K | G | L | T | L |
| R | O | I | H | O | S | K | P | I | Y | U | I | I | E | E | O | X | B | T | W | I | E | U |
| A | U | S | O | L | I | Y | J | S | R | F | O | P | X | R | L | Q | A | F | M | T | L | P |
| I | G | O | O | G | T | N | E | T | A | L | D | E | H | W | D | U | I | V | A | I | R | E |
| N | H | R | K | V | I | N | S | G | Q | I | P | K | S | T | G | E | J | L | O | S | A | Z |
| O | W | U | W | P | T | A | M | L | U | E | R | M | C | T | H | Y | L | N | C | S | C | R |
| M | F | N | O | E | A | K | Y | D | B | T | N | L | V | K | P | E | U | A | X | I | S | H |
| U | S | A | R | U | P | S | J | U | G | T | F | A | O | T | B | O | R | R | M | D | Y | T |
| E | O | Y | M | M | E | N | I | N | G | I | T | I | S | U | I | N | W | I | K | F | J | S |
| N | H | Q | U | E | H | P | F | X | E | W | I | Q | R | S | P | C | O | G | A | R | A | L |
| P | S | Z | C | T | S | J | T | S | I | S | O | L | U | C | R | E | B | U | T | D | N | E |

Module I-F

# PUTTING ON AND REMOVING GLOVES AND FACE MASKS

(Title)

## CONTENTS OF MODULE

| Student Information | Activity | Page |
|---|---|---|
| Student Assignment Sheet - Word Puzzle | 3 | 3 |

**Student Self-Checks**

| | Activity | Page |
|---|---|---|
| Evaluator's Final Checklist: Putting On and Removing Gloves and Face Masks | 6 | 7 |

## SUGGESTED AUDIOVISUAL MATERIALS

| | Activity |
|---|---|
| Trainex Filmstrip: "Principles of Isolation Technique" | 2 |

## RECOMMENDED REFERENCES

| | Activity |
|---|---|
| NURSING SKILLS FOR ALLIED HEALTH SERVICES, 2nd ed., pp. 716-717, 720-721 | 1 |
| NURSING SKILLS FOR CLINICAL PRACTICE, 3rd ed., pp. 761-764 | 1 |
| HEALTH ASSISTANT, pp. 32-37 | 1 |
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 87-88 | 1 |
| BEING A NURSING ASSISTANT, pp. 84-89 | 1 |

Module I-F

## PUTTING ON AND REMOVING GLOVES AND FACE MASKS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Use other references if desired. | | |
| 2 | Substitute other film if one suggested is not available. | Filmstrip projector<br>Screen<br>Cassette player | |
| 3 | None | | Make answer key available to student. |
| 4 | Visit a hospital or clinic and watch operating room personnel mask and glove. | | |
| 5 | Provide adequate practice time. | Face masks<br>Gloves | |

## PUTTING ON AND REMOVING GLOVES AND FACE MASKS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6 | Provide actual experience for Check-Out Activities. Use Evaluator's Final Checklist for checking out the student. | | |
| | | | |
| | | | |
| | | | |
| | | | |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | ▨ | 8 | 9 | 10 | 11 | 12 | 13 | 14 | ▨ | 15 | 16 |
| ▨ | ▨ | ▨ | 17 | 18 | 19 | 20 | 21 | 22 | 23 | ▨ | 24 | 25 | 26 | ▨ | ▨ | ▨ | ▨ |
| ▨ | 27 | 28 | 29 | 30 | 31 | 32 | 33 | ▨ | 34 | 35 | 36 | ▨ | 37 | 38 | 39 | ▨ | ▨ |
| ▨ | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | ▨ | 52 | 53 | 54 | ▨ |
| 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | ▨ | 63 | 64 | ▨ | 65 | 66 | 67 | 68 | 69 | ▨ |
| ▨ | ▨ | ▨ | 70 | 71 | 72 | ▨ | 73 | 74 | 75 | 76 | ▨ | 77 | 78 | 79 | 80 | ▨ | ▨ |
| ▨ | ▨ | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | ▨ | ▨ |
| ▨ | ▨ | ▨ | ▨ | 95 | 96 | ▨ | 97 | 98 | 99 | 100 | 101 | 102 | 103 | 104 | ▨ | ▨ | ▨ |

Module I-G

## PUTTING ON AND REMOVING STERILE OR NONSTERILE ISOLATION GOWN

(Title)

### CONTENTS OF MODULE

| | Activity | Page |
|---|---|---|
| **Student Information** | | |
| **Student Self-Check** | | |
| Gowning - True or False | 5 | 3 |
| Evaluator's Final Checklist: Putting On and Removing Sterile or Nonsterile Isolation Gown | 7 | 5 |
| **SUGGESTED AUDIOVISUAL MATERIALS** | | |
| Trainex Filmstrip: "Principles of Isolation Technique" | 2 | |
| **RECOMMENDED REFERENCES** | | |
| NURSING SKILLS FOR ALLIED HEALTH SERVICES, 2nd ed., pp. 717-719 | 1 | |
| NURSING SKILLS FOR CLINICAL PRACTICE, 3rd ed., pp. 762-764, 775-776 | 1,6 | |
| HEALTH ASSISTANT, pp. 32-37 | 1 | |
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 87-89 | 1 | |
| BEING A NURSING ASSISTANT, pp. 85-86 | 1 | |

## PUTTING ON AND REMOVING STERILE OR NONSTERILE ISOLATION GOWN

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Use other reference if desired. | | |
| 2 | Use other film if recommended one is not available. | Filmstrip projector<br>Screen<br>Cassette player | |
| 3 | None | | Demonstrate gowning by carefully heeding steps outlined in Evaluator's Final Checklist. |
| 4 | Allow sufficient practice time. | Gowns | |
| 5 | None | | Make answer key available to student. |

## PUTTING ON AND REMOVING STERILE OR NONSTERILE ISOLATION GOWN

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6 | Discuss answers with entire class. | | |
| 7 | Provide actual experience for Check-Out Activities. Use Evaluator's Final Checklist for Checking out student. | | |
| | EXTENDED LEARNING: Encourage students to determine the apparel used for different diseases in their local hospitals. | | |
| | | | |
| | | | |

## MEASURING AND RECORDING PATIENT'S TEMPERATURE
(Title)

## CONTENTS OF MODULE

| Student Information | Activity | Page |
|---|---|---|
| Student Information Sheet - Overview of Information About Temperatures | 2 | 3 |
| Student Assignment Sheet No. 1 - Definitions | 4 | 6 |
| Student Assignment Sheet No. 2 - Questions About Temperature | 4 | 7 |
| **Student Self-Checks** | | |
| Terminology | 3 | 4 |
| Temperatures - Mark Thermometers | 6 | 9 |
| Recording Temperatures - Work Sheet | 9 | 10 |
| **Evaluator's Final Checklist:** Measuring and Recording Patient's Temperature | 10 | 13 |

## SUGGESTED AUDIOVISUAL MATERIALS

| | Activity | Page |
|---|---|---|
| Trainex Filmstrips: "Temperature, Pulse, and Respiration" | 5 | |
| "Taking the Patient's Temperature" | | |

## RECOMMENDED REFERENCES

| | Activity | Page |
|---|---|---|
| NURSING SKILLS FOR ALLIED HEALTH SERVICES, 2nd ed., pp. 258-269, 281-285 | 1,6 | |
| NURSING SKILLS FOR CLINICAL PRACTICE, 3rd ed., pp. 403-416, 431-433 | 1,6 | |
| HEALTH ASSISTANT, pp. 123-127 | | |
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 36-43, 46-48 | 1,6 | |
| BEING A NURSING ASSISTANT, pp. 255-271 | | |

## MEASURING AND RECORDING PATIENT'S TEMPERATURE

(Title)

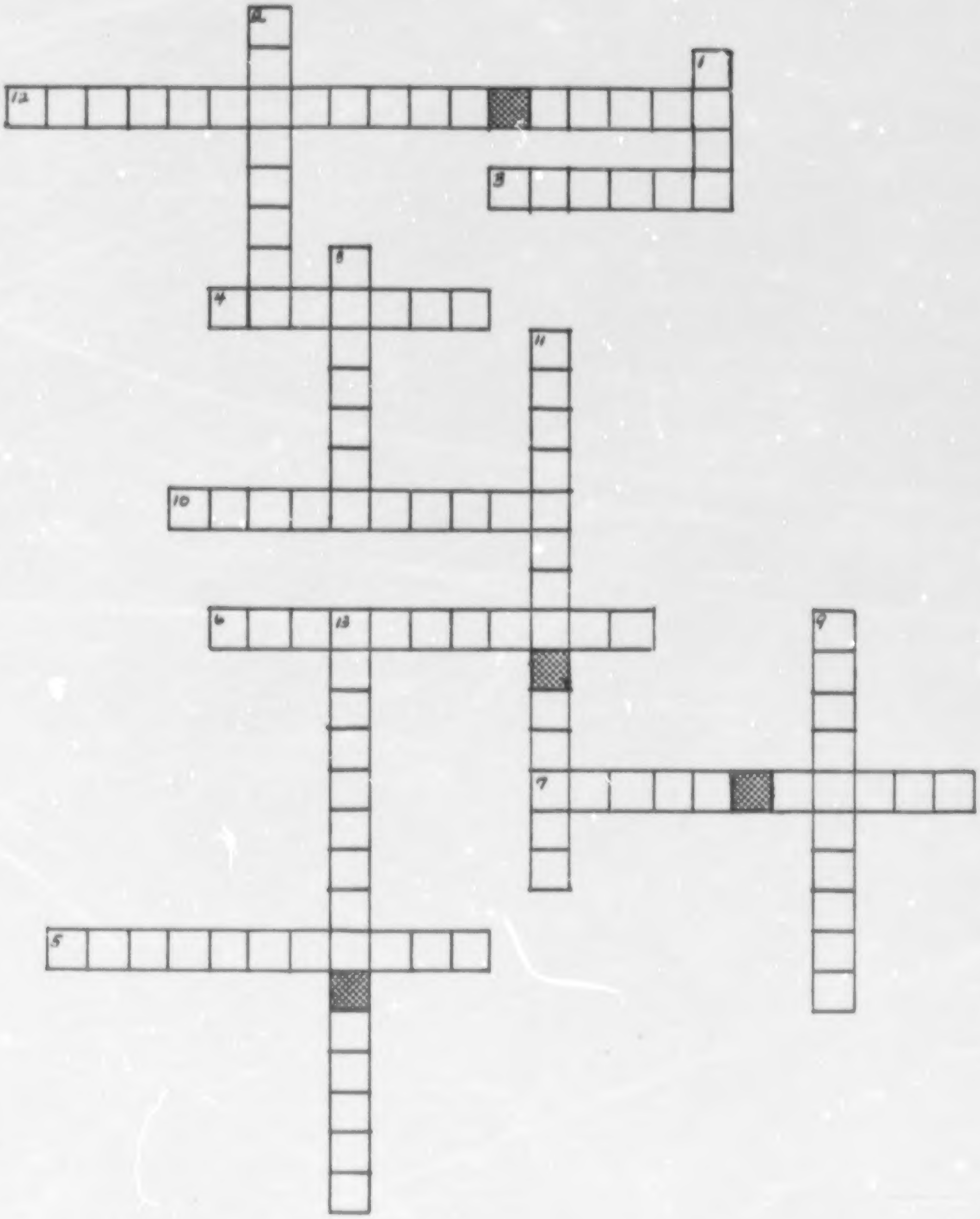
| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Use other references if desired. | | |
| 2 | None | | |
| 3 | None | | Make answer key available to student. |
| 4 | None | | Make answer key available to student. |
| 5 | Substitute other filmstrip if recommended one is not available. | Filmstrip projector<br>Screen<br>Cassette player | |

## MEASURING AND RECORDING PATIENT'S TEMPERATURE

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6 | None | | Make answer key available to student. |
| 7 | Have students take temperatures of other students. | Glass thermometer and/or electric thermometer and container<br>Graphic chart<br>Lubricant and wipes<br>Cleansing solution<br>Assignment Sheet<br>Pencil and paper | Additional practice:<br>Have thermometers with different readings available for student practice in reading. Each thermometer could be numbered, with correct reading at evaluator's desk. |
| 8 | Use other references if desired. | | |
| 9 | None | Graphic sheets | Have answer key available to student. |
| 10. | Provide actual experiences for Check-Out Activities. Use Evaluator's Final Checklist. | 3 students or participants<br>Thermometers with supplies<br>Graphic sheets | |

## Terminology Crossword Puzzle


2
1
12
3
8
4
11
10
6
13
9
7
5

**VITAL SIGNS GRAPH**

| | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Date: Hospital Day | | | | | | | | | | | | | | | | | | | | | |
| Post-Op Day | | | | | | | | | | | | | | | | | | | | | |
| Pulse | | Temp. | | AM | | | PM | | | AM | | | PM | | | AM | | | PM | | |
| | | Hour | | 12 | 4 | 8 | 12 | 4 | 8 | 12 | 4 | 8 | 12 | 4 | 8 | 12 | 4 | 8 | 12 | 4 | 8 |
| | | Route | | | | | | | | | | | | | | | | | | | |
| 160 | | 106 | | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : |
| 150 | | 105 | | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : |
| 140 | | 104 | | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : |
| 130 | | 103 | | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : |
| 120 | | 102 | | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : |
| 110 | CHART IN RED | 101 | CHART IN BLUE | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : |
| 100 | | 100 | | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : |
| 90 | | 99 | | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : |
| 80 | | 98 | | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : |
| 70 | | 97 | | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : |
| 60 | | 96 | | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : |
| 50 | | 95 | | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : |
| 40 | | | | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : | : |
| Respirations | | | | | | | | | | | | | | | | | | | | | |
| Weight | | | | | | | | | | | | | | | | | | | | | |
| HOUR | | | | | | | | | | | | | | | | | | | | | |

Module II-B

## MEASURING AND RECORDING THE PULSE

(Title)

**CONTENTS OF MODULE**

| | Activity | Page |
|---|---|---|
| **Student Information** | | |
| Student Information Sheet - Pulse Information | 2 | 3 |
| Student Assignment Sheet No. 1 - Definitions and Questions | 3 | 5 |
| Student Assignment Sheet No. 2 - Seek and Find Puzzle | 7 | 8 |
| **Student Self-Checks** | | |
| Terminology - Matching | 4 | 6 |
| Pulse - Identification; True/False | 6 | 7 |
| **Evaluator's Final Checklist:** Measuring and Recording the Pulse | 9 | 10 |
| **SUGGESTED AUDIOVISUAL MATERIALS** | | |
| Trainex Filmstrip: "Temperature, Pulse, and Respiration" | 5 | |
| **RECOMMENDED REFERENCES** | | |
| NURSING SKILLS FOR ALLIED HEALTH SERVICES, 2nd ed., pp. 258-259, 269-275, 282-285 | 1 | |
| NURSING SKILLS FOR CLINICAL PRACTICE, 3rd ed., pp. 416-422, 431-433 | 1 | |
| HEALTH ASSISTANT, pp. 129-133 | 1 | |
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 43-50 | | |
| BEING A NURSING ASSISTANT, pp. 271-276 | 1 | |

Modul II-B

## MEASURING AND RECORDING THE PULSE

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Use other references if desired. | | |
| 2 | None | | |
| 3 | None | | Make answer key available to student. |
| 4 | None | | Make answer key available to student. |
| 5 | Allow entire class to view filmstrip. Use other appropriate filmstrip if recommended one is not available. | Filmstrip projector<br>Screen<br>Cassette player | |

Module II-B

## MEASURING AND RECORDING THE PULSE

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6 | None | | Make answer key available to student. |
| 7 | None | | Make answer key available to student. |
| 8 | Allow sufficient time for practice. Permit students to work in teams. | Watch with second hand<br>Stethoscope<br>Alcohol wipes<br>Notepad and pen<br>Graphic chart | |
| 9 | Provide actual experiences for Check-Out Activities. Use Evaluator's Final Checklist to check out students. | | |
| | Extended Learning: Encourage the students to study the anatomy of the heart and the heart model. This will enable them to better understand the pulse. | | |

## Student Assignment Sheet No. 2 — SEEK AND FIND

Locate the following terms in the puzzle. (The instructor will provide clean copies of the puzzle.)

apex
pulse
carotid
brachial
temporal
popliteal
dorsalis pedis
femoral
artery
tension
cardinal
contract
dilate
arrhythmia
thready
bounding
volume
irregular
rhythm
radial
apical

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| D | A | P | E | X | O | P | O | P | L | I | T | E | A | L | Y |
| Y | B | R | A | B | R | A | C | H | I | A | L | L | D | E | X |
| C | C | A | R | O | T | I | D | C | W | L | N | E | V | D | C |
| R | D | X | T | H | F | E | M | O | R | A | L | M | O | C | V |
| H | F | G | E | R | Y | C | I | R | R | E | G | U | L | A | R |
| G | I | J | R | E | O | T | E | N | S | I | O | N | U | R | A |
| F | K | M | Y | H | K | Z | H | S | F | G | M | L | M | D | D |
| P | N | R | N | Q | Y | Y | E | M | C | N | P | Q | E | I | I |
| O | P | U | L | S | E | T | R | D | I | L | A | T | E | N | A |
| N | I | Y | D | A | E | R | H | T | X | A | P | I | C | A | L |
| R | C | D | F | S | Q | T | E | M | P | O | R | A | L | L | R |
| C | O | N | T | R | A | C | T | B | O | U | N | D | I | N | G |
| L | D | O | R | S | A | L | I | S | P | E | D | I | S | F | O |

Module II-C

## MEASURING AND RECORDING RESPIRATION

(Title)

### CONTENTS OF MODULE

| Student Information | Activity | Page |
|---|---|---|
| Student Information Sheet - Respirations | 2 | 3 |
| Student Assignment Sheet - Definitions and Questions | 3 | 4 |
| **Student Self-Checks** | | |
| Terminology - Crossword Puzzle | 4 | 5 |
| Respiration - Fill in the Blanks | 6 | 6 |
| **Evaluator's Final Checklist:** Measuring and Recording Respiration | 8 | 8 |

### SUGGESTED AUDIOVISUAL MATERIALS

| | Activity |
|---|---|
| Trainex Filmstrip: "Temperature, Pulse, and Respiration" | 5 |

### RECOMMENDED REFERENCES

| | Activity |
|---|---|
| NURSING SKILLS FOR ALLIED HEALTH SERVICES, 2nd ed., pp. 259, 274-276, 281-285 | 1 |
| NURSING SKILLS FOR CLINICAL PRACTICE, 3rd ed., pp. 422-425, 431-433 | 1 |
| HEALTH ASSISTANT, pp. 130-132 | 1 |
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 45-46 | 1 |
| BEING A NURSING ASSISTANT, pp. 276-278 | 1 |

Module II-C

## MEASURING AND RECORDING RESPIRATION

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Use other references if desired. | | |
| 2 | None | | |
| 3 | None | | Make answer key available to student. |
| 4 | None | | Make answer key available to student. Duplicate crossword form. |
| 5 | Use other appropriate filmstrip if recommended one is not available. | Filmstrip projector<br>Screen<br>Cassette player<br>*Spanish narration is available. | |

MEASURING AND RECORDING RESPIRATION

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6 | None | | Make answer key available to student. |
| 7 | Allow sufficient time for practice. Allow students to work in teams. | Watch with a second hand<br>Note pad and pen<br>Graphic chart | |
| 8 | Provide actual experiences for check-out activities. Use Evaluator's Final Checklist. | | |
| | Extended Learning: Encourage students to study the respiratory system and lung model. This will increase their understanding of respiration. | | |
| | | | |

Module I-D

# MEASURING AND RECORDING BLOOD PRESSURE
(Title)

## CONTENTS OF MODULE

| Student Information | Activity | Page |
|---|---|---|
| Student Information Sheet - Factors Affecting Blood Pressure | 2 | 3 |
| Student Assignment Sheet No. 1 - Vital Signs: Blood Pressure | 3 | 4 |
| Student Assignment Sheet No. 2 - Blood Pressure | 3 | 5 |
| **Student Self-Checks** | | |
| Terminology - Matching | 4 | 6 |
| Blood Pressure - Identification and Recording | 6 | 7 |
| **Evaluator's Final Checklist:** Measuring and Recording Blood Pressure | 8 | 12 |
| Measuring and Recording Vital Signs (Modules II-A,B,C,D) | 8 | 17 |

## SUGGESTED AUDIOVISUAL MATERIALS

| | Activity |
|---|---|
| Trainex Filmstrip: "Blood Pressure" | 5 |

## RECOMMENDED REFERENCES

| | Activity |
|---|---|
| NURSING SKILLS FOR ALLIED HEALTH SERVICES, 2nd ed., pp. 260, 276-285 | 1 |
| NURSING SKILLS FOR CLINICAL PRACTICE, 3rd ed., pp. 425-433 | 1 |
| HEALTH ASSISTANT, pp. 134-137 | 1 |
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 50-53 | 1 |
| BEING A NURSING ASSISTANT, pp. 278-284 | 1 |

Module II-D

MEASURING AND RECORDING BLOOD PRESSURE

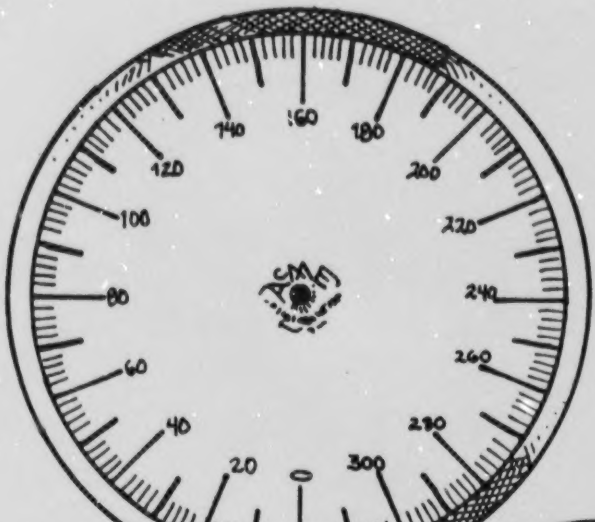
(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Use other references if desired. | | |
| 2 | None | | |
| 3 | None | | Make answer key available to student. |
| 4 | None | | Make answer key available to student. |
| 5 | Use other filmstrip if recommended one is not available. | Filmstrip projector<br>Screen<br>Cassette player | |

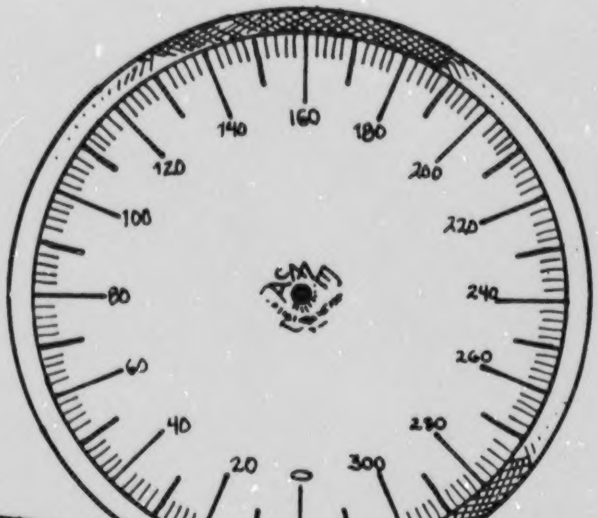
## MEASURING AND RECORDING BLOOD PRESSURE

(Title)

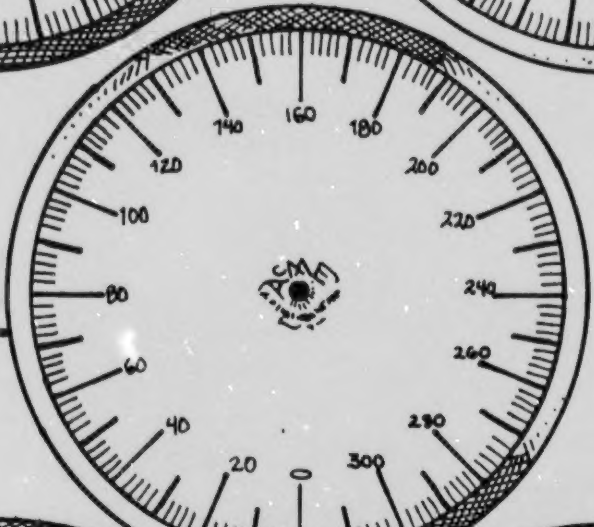
| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6 | None | | Make answer key available to student. Duplicate sphygmomanometer forms. |
| 7 | Allow sufficient practice time. | Stethoscope<br>Alcohol wipes<br>Sphygmomanometer<br>Notepad and pen | |
| 8 | Provide actual experiences for the Check-Out Activities. Use Evaluator's Final Checklist for checking out student. | | In order to determine student's complete mastery of vital signs, use Composite Checklist following Module II-D. |
| | Extended Learning: Encourage students to study the anatomy of the heart and blood vessels. This will increase their understanding of blood pressure. | | |
| | | | 100 |


20
40
60
80
100
120
140
160
180
200
220
240
260
280
300
ACME

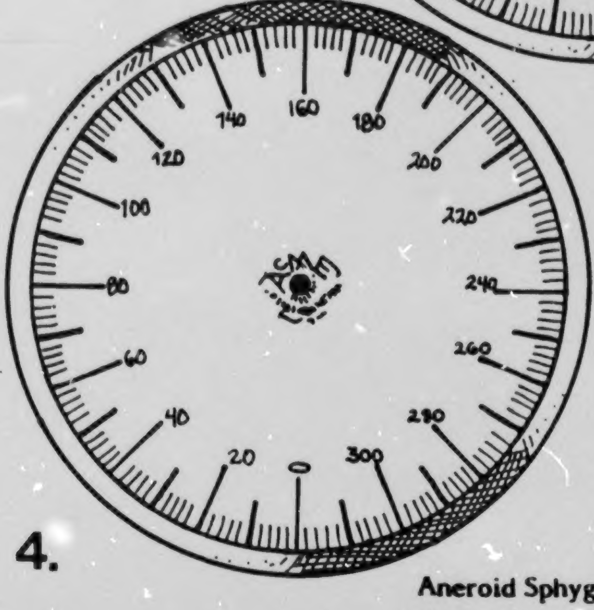
1.


20
40
60
80
100
120
140
160
180
200
220
240
260
280
300
ACME

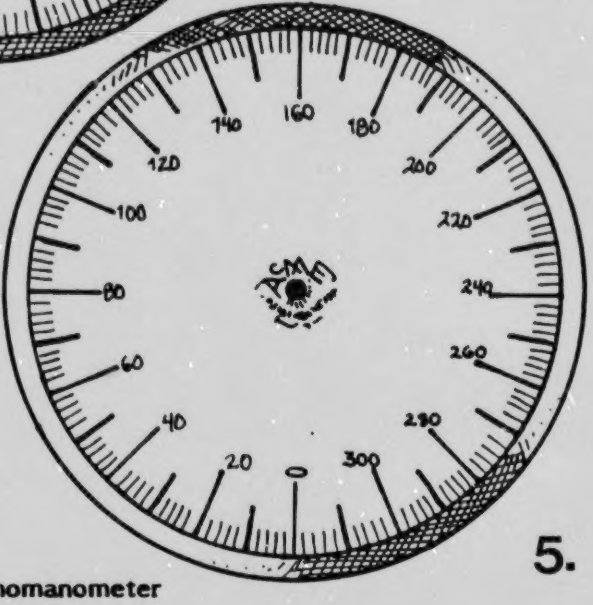
2.


20
40
60
80
100
120
140
160
180
200
220
240
260
280
300
ACME

3.

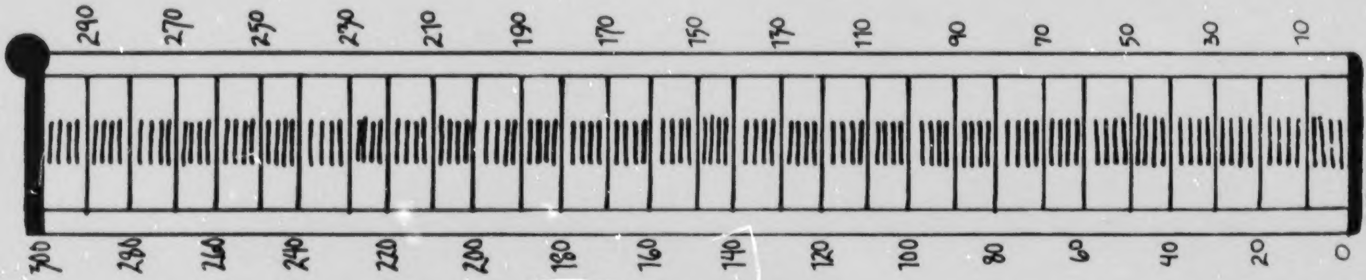

20
40
60
80
100
120
140
160
180
200
220
240
260
280
300
ACME

4.

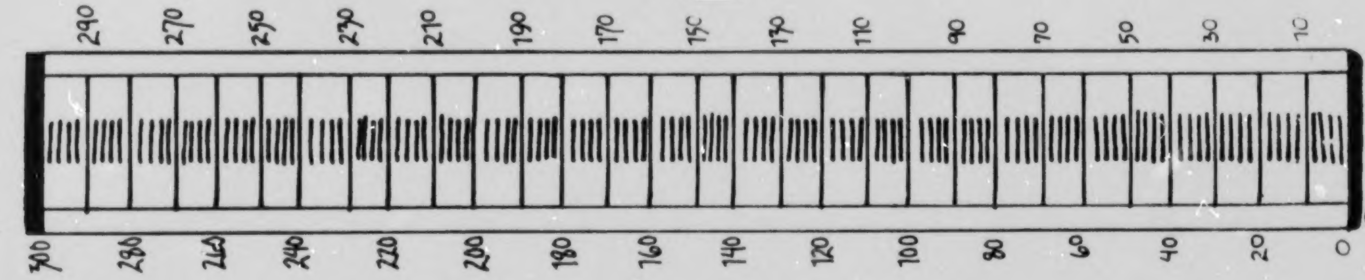

20
40
60
80
100
120
140
160
180
200
220
240
260
280
300
ACME

5.

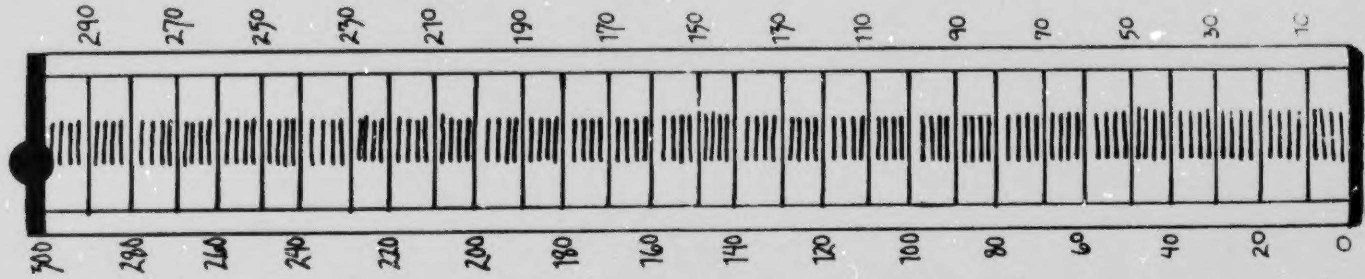
Aneroid Sphygmomanometer


290
270
250
230
210
190
170
150
130
110
90
70
50
30
10
300
280
260
240
220
200
180
160
140
120
100
80
60
40
20
0

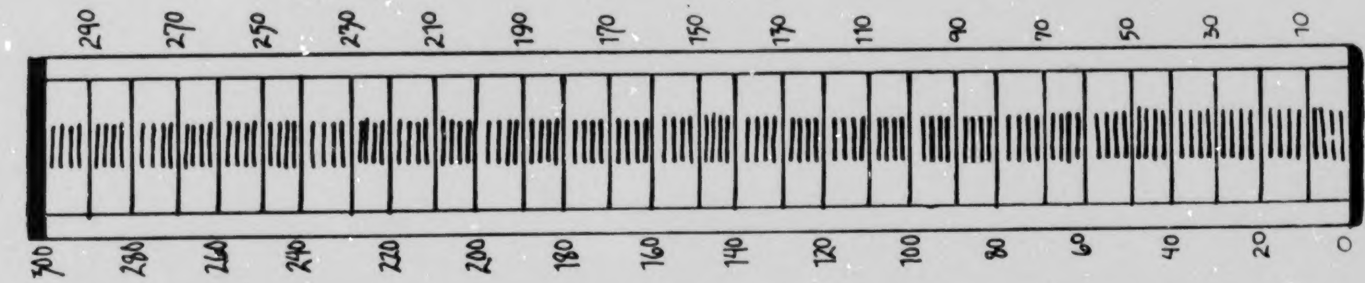
10.


290
270
250
230
210
190
170
150
130
110
90
70
50
30
10
300
280
260
240
220
200
180
160
140
120
100
80
60
40
20
0

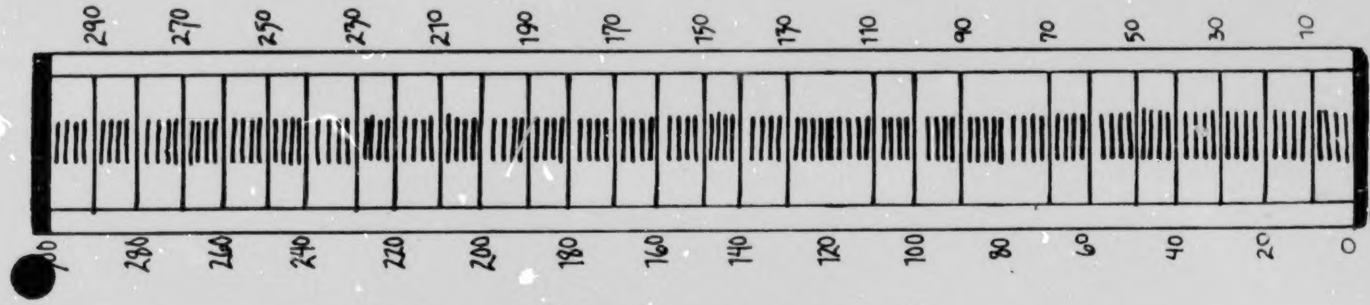
9.


290
270
250
230
210
190
170
150
130
110
90
70
50
30
10
300
280
260
240
220
200
180
160
140
120
100
80
60
40
20
0

8.


290
270
250
230
210
190
170
150
130
110
90
70
50
30
10
300
280
260
240
220
200
180
160
140
120
100
80
60
40
20
0

7.


290
270
250
230
210
190
170
150
130
110
90
70
50
30
10
300
280
260
240
220
200
180
160
140
120
100
80
60
40
20
0

6.

Mercury Sphygmomanometer

Module III-A

MEASURING AND RECORDING HEIGHT AND WEIGHT
(Title)

## CONTENTS OF MODULE

| Student Information | Activity | Page |
|---|---|---|
| Student Information Sheet No. 1 - Measuring and Recording Height and Weight | 1 | 3 |
| Student Information Sheet No. 2 - Height and Weight Measurements | 1 | 4 |
| Student Assignment Sheet - Terminology and Questions | 2 | 5 |
| **Student Self-Check** | | |
| Height Conversions - Fill in the Blanks | 4 | 6 |
| **Evaluator's Final Checklist:** Measuring and Recording Height and Weight | 6 | 8 |

## SUGGESTED AUDIOVISUAL MATERIALS

| | | |
|---|---|---|
| Trainex Filmstrip: "Assisting With a Physical Exam" | 3 | |

## RECOMMENDED REFERENCES

| | | |
|---|---|---|
| HEALTH ASSISTANT, pp. 92-93 | 1 | |
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 258-260 | 1 | |
| BEING A NURSING ASSISTANT, pp. 288-289 | 1 | |

## MEASURING AND RECORDING HEIGHT AND WEIGHT

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Use other references if desired. | | |
| 2 | None | | Make answer key available to student. |
| 3 | Use other filmstrip if recommended one is not available. | Filmstrip projector<br>Screen<br>Cassette player | |
| 4 | None | | Make answer key available to student. |
| 5 | Have student measure and record other students' height and weight. | Physician's scale<br>Notepad and pencil | |

Module III-A

## MEASURING AND RECORDING HEIGHT AND WEIGHT

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6 | Provide actual experiences for Check-Out Activities. Use the Evaluator's Final Checklist. | | |
| | | | |
| | | | |
| | | | |
| | | | |

POSITIONING PATIENT FOR PHYSICAL EXAM AND
ASSISTING WITH THE EXAM

(Title)

Module I-B

## CONTENTS OF MODULE

| Student Information | Activity | Page |
|---|---|---|
| Student Information Sheet No. 1 - Physical Examination | 1 | 3 |
| Student Information Sheet No. 2 - Examination Positions | 2 | 6 |
| Student Assignment Sheet No. 1 - Physical Examinations | 8 | 12 |
| Student Assignment Sheet No. 2 - Study Questions | 8 | 13 |
| **Student Self-Checks** | | |
| Terminology - Matching | 3 | 10 |
| Assisting With the Physical Exam - Multiple Choice | 7 | 11 |
| Evaluator's Final Checklist: Positioning Patient for Physical Exam and Assisting With the Exam | 9 | 15 |

## SUGGESTED AUDIOVISUAL MATERIALS

| | Activity |
|---|---|
| Trainex Filmstrip: "Assisting With a Physical Exam" | 6 |

## RECOMMENDED REFERENCES

| | Activity |
|---|---|
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 268-276 | 1 |
| BEING A NURSING ASSISTANT, pp. 297-305 | 1 |

### POSITIONING PATIENTS FOR THE PHYSICAL EXAM AND ASSISTING WITH THE EXAM

(Title)

Module III-B

72

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Use other references if desired. | | |
| 2 | Use other references if desired. | | |
| 3 | None | | Make answer key available to student. |
| 4 | Use students as "patients." The dolls are difficult to position properly. | Hospital bed<br>Sheet | |
| 5 | Have students practice on each other. | Hospital bed<br>Sheet | |

112

## POSITIONING PATIENTS R THE PHYSICAL EXAM AND ASSISTING WITH THE EXAM

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6 | Use other filmstrip if recommended one is not available. | Filmstrip projector<br>Screen | |
| 7 | None | | Make answer key available to student. |
| 8 | None | | Make answer key available to student. |
| 9 | Complete Check-Out Activities during practice sessions. Use Evaluator's Final Checklist for checking out the student. | Patient<br>Examination table or bed<br>Blood pressure cuff<br>Stethoscope<br>Opthalmoscope<br>Otoscope | |
| | | Percussion hammer<br>Tuning fork<br>Vaginal speculum<br>Glass slides<br>Cotton-tipped applicators | |

Module III-C

## ADMINISTERING THE EYE CHART EXAM
(Title)

### CONTENTS OF MODULE

| Student Information | Activity | Page |
|---|---|---|
| Student Information Sheet - Eye Chart Exam | 1 | 3 |
| Student Assignment Sheet - Terminology | 3 | 5 |

| Student Self-Checks | Activity | Page |
|---|---|---|
| The Eye Chart Exam - Multiple Choice | 2 | 4 |

| Evaluator's Final Checklist: | Activity | Page |
|---|---|---|
| Administering the Eye Chart Exam | 6 | 7 |

### SUGGESTED AUDIOVISUAL MATERIALS

### RECOMMENDED REFERENCES

| | Activity |
|---|---|
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 270-271 | 1 |

# ADMINISTERING THE EYE CHART FXAM

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Additional information may be used. | | |
| 2 | None | | Make answer key available to student. |
| 3 | None | | Make answer key available to student. |
| 4 | Demonstrate procedure with several different students. | Eye chart<br>Eye cover | |
| 5 | Have students practice on each other. Some students can be instructed to "pretend" poor vision. | Eye chart<br>Eye cover | |

Module III-C

## ADMINISTERING THE EYE CHART EXAM

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6 | Complete Check-Out Activities during practice sessions. Use the Evaluator's Checklist for checking out the student. | | |
| | | | |
| | | | |
| | | | |
| | | | |

Module V-A

# TRANSPORTING PATIENTS

(Title)

## CONTENTS OF MODULE

| | Activity | Page |
|---|---|---|
| **Student Information** | | |
| Student Information Sheet - Three-Person Lift | 4 | 4 |
| **Student Self-Checks** | | |
| Terminology - Matching | 3 | 3 |
| Lifting and Moving Patients - Fill in the Blanks and Multiple Choice | 6,7 | 6 |
| Transfer Activities and Ambulation - Fill in the Blanks and Multiple Choice | 9,10 | 7,8 |
| **Evaluator's Final Checklist:** Transporting Patients | 12 | 10 |
| **SUGGESTED AUDIOVISUAL MATERIALS** | | |
| Trainex Filmstrips: "Lifting and Moving Patients" | 5 | |
| "Transfer Activities and Ambulation" | 8 | |
| **RECOMMENDED REFERENCES** | | |
| NURSING SKILLS FOR ALLIED HEALTH SERVICES, 2nd ed., pp. 59-98, 159-171 | 1,2 | |
| NURSING SKILLS FOR CLINICAL PRACTICE, 3rd ed., pp. 163-185, 260-291 | 1,2 | |
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 301-306 | 2 | |
| BEING A NURSING ASSISTANT, pp. 132-143 | 2 | |

Module IV-A

## TRANSPORTING PATIENTS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | If these texts are not available, substitute reference on transferring patients. | | |
| 2 | Same as above | | |
| 3 | None | | Make answer key available to student. |
| 4 | Provide other references on three-person lift if desired. | | |
| 5 & 8 | Other filmstrips on subject may be used. If no filmstrip is available, substitute appropriate references. | Filmstrip projector<br>Screen<br>Cassette player | |

Module IV-A

## TRANSPORTING PATIENTS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6,7,9,10 | | | Make answer keys available to student. |
| 11 | Have students practice in teams of three or four. | Patient<br>Stretcher<br>Wheelchair<br>Hospital bed<br>Necessary linen | |
| 12 | Provide actual experiences for Check-Out Activities. Use Evaluator's Final Checklist. | | |
| | | | |
| | | | |

Module IV-B

## ADMITTING, TRANSFERRING, AND DISCHARGING PATIENTS

(Title)

### CONTENTS OF MODULE

| Student Information | Activity | Page |
|---|---|---|
| Student Information Sheet - Sample Checklist for Admission | 8 | 8 |
| Student Assignment Sheet - Vocabulary | 2 | 4 |
| Student Self-Checks Questions on Admission and Discharge | 4 | 5 |
| Terminology - Matching | 5 | 6 |
| Types of Admissions and Discharges - Explanation | 6 | 7 |
| Admission and Discharge - True/False | 7 | 7 |
| Evaluator's Final Checklist: Admitting, Transferring, and Discharging Patients | 10 | 11 |
| **SUGGESTED AUDIOVISUAL MATERIALS** | | |
| Trainex Filmstrip: "Admission and Discharge" | 3 | |
| **RECOMMENDED REFERENCES** | | |
| NURSING SKILLS FOR ALLIED HEALTH SERVICES, 2nd ed., pp. 428-438, 442-443 | 1,9 | |
| NURSING SKILLS FOR CLINICAL PRACTICE, 3rd. ed., pp. 79-97 | 1,9 | |
| HEALTH ASSISTANT, pp. 90-95 | 1 | |
| BEING A HEALTH ASSISTANT, pp. 285-296 | 1 | |

## ADMITTING, TRANSFERRING, AND DISCHARGING PATIENTS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Use other references if desired. | | |
| 2 | None | TABER'S CYCLOPEDIC MEDICAL DICTIONARY or other appropriate reference | |
| 3 | Use other filmstrip if recommended one is not available. | Filmstrip projector<br>Screen<br>Cassette player<br>*Spanish narration is available. | |
| 4,5,6,7 | None | | Make answer key available to student. |
| 8 | Have students work in pairs. | | |

ADMITTING, TRANSFERRING, AND DISCHARGING PATIENTS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 9 | None | Post-Test | Make answer key available to student. |
| 10 | Provide actual experiences for Check-Out Activities. Use Evaluator's Final Checklist. | Physician's orders<br>Patient<br>Patient's personal belongings<br>Blood pressure cuff<br>Stethoscope<br>Specimen bottle | |
| | | Chart<br>Thermometer<br>Watch with a second hand<br>Notepad and pencil<br>Scales<br>Hospital unit supplies<br>Linens | |
| | | | |
| | | | |

Module IV-C

# POSITIONING PATIENTS

(Title)

## CONTENTS OF MODULE

| Student Information | Activity | Page |
|---|---|---|
| Student Information Sheet - Methods of Positioning | 3 | 4 |
| Student Assignment Sheet - Terminology | 2 | 3 |
| **Student Self-Checks** | | |
| Terminology - Matching | 4 | 6 |
| Positioning to Prevent Complications - Fill in the Blanks | 6,7 | 7,8 |
| **Evaluator's Final Checklist:** Positioning Patients | 10 | 10 |

## SUGGESTED AUDIOVISUAL MATERIALS

| | Activity |
|---|---|
| Trainex Filmstrip: "Positioning to Prevent Complications" | 5 |

## RECOMMENDED REFERENCES

| | Activity |
|---|---|
| NURSING SKILLS FOR ALLIED HEALTH SERVICES, 2nd ed., pp. 99-123, 128-129 | 1,9 |
| NURSING SKILLS FOR CLINICAL PRACTICE, 3rd. ed., pp. 202-232 | 1,9 |
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 260-265, 295-300 | 1 |

Module IV-C

POSITIONING PATIENTS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Use other references if desired. | | |
| 2 | Review terminology with entire class. | TABER'S CYCLOPEDIC MEDICAL DICTIONARY or other appropriate reference | |
| 3 | None | | |
| 4 | None | | Make answer key available to student. |
| 5 | May substitute another film on positioning patients. | Filmstrip projector<br>Screen<br>Cassette player | |

## POSITIONING PATIENTS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6,7 | None | | Make answer key available to students. |
| 8 | Have students work in pairs. | Patient in a hospital bed<br>Pillows<br>Trochanter roll (or alternative)<br>Washcloths<br>Towels<br>Handroll | |
| 9 | None | Post-Test | Check answers in text at end of Post-Test. |
| 10 | Provide actual experiences for Check-Out Activities. Use Evaluator's Final Checklist. | | |
| | | | |

Module IV-D

## PERFORMING RANGE OF JOINT MOTION EXERCISES

(Title)

### CONTENTS OF MODULE

| | Activity | Page |
|---|---|---|
| **Student Information** | | |
| Student Information Sheet - Performing Range of Joint Motion Exercises | 4 | 5 |
| **Student Self-Checks** | | |
| Terminology - Matching | 3 | 3 |
| Range of Motion Exercises to Prevent Contractures - Fill in the Blanks | 6 | 17 |
| Performing Range of Joint Motion Exercises - Word Scramble and Matching | 7 | 18 |
| **Evaluator's Final Checklist:** Performing Range of Joint Motion Exercises | 9 | 21 |

### SUGGESTED AUDIOVISUAL MATERIALS

| | Activity | Page |
|---|---|---|
| Trainex Filmstrip: "Range of Motion Exercises to Prevent Contractures" | 5 | |

### RECOMMENDED REFERENCES

| | Activity | Page |
|---|---|---|
| NURSING SKILLS FOR ALLIED HEALTH SERVICES, 2nd ed., pp. 59-98, 130-141 | 1,2 | |
| NURSING SKILLS FOR CLINICAL PRACTICE, 3rd ed., pp. 163-201, 233-259 | 1,2 | |
| BEING A NURSING ASSISTANT, pp. 143-151 | 2 | |

Mod IV-D

## PERFORMING RANGE OF JOINT MOTION EXERCISES

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Review appropriate references. | | |
| 2 | Use other references if desired. | | |
| 3 | None | Terminology Puzzle | Make answer key available to student. |
| 4 | Students should use illustrations for practice sessions. | | |
| 5 | Use other filmstrips if recommended one is not available. | Filmstrip projector<br>Screen<br>Cassette player | |

## PERFORMING RANGE OF JOINT MOTION EXERCISES

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6,7 | None | | Make answer keys available to student. |
| 8 | Have students practice in pairs and name aloud each movement as they practice. | Patient (student)<br>Hospital bed | |
| 9 | Provide actual experiences for Check-Out Activities. Use Evaluator's Checklist. | | |
| | | | |
| | | | |

Module IV-E

## AMBULATING PATIENTS

(Title)

### CONTENTS OF MODULE

| | Activity | Page |
|---|---|---|
| **Student Information** | | |
| Student Assignment Sheet - Transfer Activities and Ambulation | 4 | 4 |
| **Student Self-Checks** | | |
| Transfer Activities and Ambulation - True/False | 5 | 5 |
| Terminology - Matching | 7 | 6 |
| Teaching Crutch Walking - True/False | 9,10 | 7,8 |
| **Evaluator's Final Checklist:** Ambulating Patients | 13 | 10 |
| **SUGGESTED AUDIOVISUAL MATERIALS** | | |
| Trainex Filmstrips: "Transfer Activities and Ambulation" | 3 | |
| "Teaching Crutch Walking" | 8 | |
| **RECOMMENDED REFERENCES** | | |
| NURSING SKILLS FOR ALLIED HEALTH SERVICES, 2nd ed., pp. 59-98, 141-148, 171-184 | 1,2,6 | |
| NURSING SKILLS FOR CLINICAL PRACTICE, 3rd ed., pp. 163-185, 245-251, 271-182 | 1,2,6 | |
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 300-301, 372-377 | 2,6 | |

# AMBULATING PATIENTS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Use other references if desired. | | |
| 2 | Use other references if desired. | | |
| 3 | Use other filmstrip if recommended one is not available. | Filmstrip projector<br>Screen<br>Cassette player | |
| 4 | None | | Make answer key available to student. |
| 5 | None | | Make answer key available to student |

## AMBULATING PATIENTS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6 | Use other references if desired. | | |
| 7 | None | | Make answer key available to student. |
| 8 | Use other filmstrip if suggested one is not available. | Filmstrip projector<br>Screen<br>Cassette player | |
| 9 | None | | Make answer key available to student. |
| 10 | None | | Make answer key available to student. |

Module IV-E

AMBULATING PATIENTS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 11 | Allow sufficient practice time. | Patient(s)<br>Crutches<br>Hospital bed<br>Walker | |
| 12 | None | | Make answer key available to student. |
| 13 | Provide actual experiences for Check-Out Activities. Use Evaluator's Final Checklist. | Crutches<br>Hospital bed<br>Patient(s)<br>Walker | |
| | | | |
| | | | |

## MAKING UNOCCUPIED BEDS
(Title)

### CONTENTS OF MODULE

| | Activity | Page |
|---|---|---|
| **Student Information** | | |
| Student Assignment Sheet - Unoccupied Bed | 3 | 4 |
| **Student Self-Check** | | |
| Terminology - Matching | 2 | 3 |
| **Evaluator's Final Checklist:** Making Unoccupied Beds | 8 | 6 |
| **SUGGESTED AUDIOVISUAL MATERIALS** | | |
| Trainex Filmstrip: "Cleaning the Check-Out Room" | 5 | |
| **RECOMMENDED REFERENCES** | | |
| NURSING SKILLS FOR ALLIED HEALTH SERVICES, 2nd ed., pp. 191-205 | 1 | |
| NURSING SKILLS FOR CLINICAL PRACTICE, 3rd ed., pp. 130-145 | 1 | |
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 306-310 | 1 | |
| BEING A NURSING ASSISTANT, pp. 99-103 | 1 | |

## MAKING UNOCCUPIED BEDS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Use other references if desired. | | |
| 2 | None | | Make answer key available to student. |
| 3 | None | | Make answer key available to student. |
| 4 | Demonstrate making an unoccupied bed. | Mattress pad<br>Two sheets<br>Plastic or rubber drawsheet (optional)<br>Drawsheet (may be a regular sheet)<br>Spread<br>Pillow, pillowcase | |
| 5 | View only the portion on unoccupied beds. | Filmstrip projector<br>Screen<br>Cassette player | |

Mod V-A

## MAKING UNOCCUPIED BEDS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6 | Assign pairs of students to work on this task. Have one student read the steps aloud while the other student makes the bed. Then reverse the process. | Mattress pad<br>Two large sheets<br>Rubber drawsheet<br>Cloth drawsheet<br>Spread<br>Pillow, pillowcase | |
| 7 | None | | |
| 8 | Provide actual experiences for Check-Out Activities. Use Evaluator's Final Checklist. | | |
| | | | |
| | | | |

Module V-B

## MAKING OCCUPIED BEDS

(Title)

### CONTENTS OF MODULE

| | Activity | Page |
|---|---|---|
| **Student Information** | | |
| Student Assignment Sheet - Bed Making | 8 | 5 |
| **Student Self-Checks** | | |
| Terminology - Matching | 2 | 3 |
| Occupied Bed Making - Fill in the Blanks | 4 | 4 |
| Questions on Occupied Beds | 7 | 4 |
| Evaluator's Final Checklist: Making Occupied Beds | 9 | 8 |
| **SUGGESTED AUDIOVISUAL MATERIALS** | | |
| Trainex filmstrip: "Occupied Bed Making" | 3 | |
| **RECOMMENDED REFERENCES** | | |
| NURSING SKILLS FOR ALLIED HEALTH SERVICES, 2nd ed., pp. 207-211 | 1 | |
| NURSING SKILLS FOR CLINICAL PRACTICE, 3rd ed., pp. 146-155 | 1 | |
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 310-312 | 1 | |
| HEALTH ASSISTANT, pp. 59-65 | 1 | |
| BEING A NURSING ASSISTANT, 3rd ed., pp. 107-110 | 1 | |

## MAKING OCCUPIED BEDS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Use other references if the ones recommended are not available. | | |
| 2 | None | | Make answer key available to student. |
| 3 | Substitute another filmstrip if recommended one is not available. | Filmstrip projector<br>Screen<br>Cassette Player | |
| 4 | None | | Make answer key available to student. |
| 5 | Demonstrate making an occupied bed. | Two sheets<br>Drawheet (may be a regular sheet)<br>Plastic or rubber drawsheet (optional)<br>Spread<br>Pillow, pillowcase<br>Mattress pad (if one on bed is soiled) | |

## MAKING OCCUPIED BEDS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6 | None | Two sheets<br>Plastic or rubber drawsheet (optional)<br>Drawsheet (may be a regular sheet)<br>Spread<br>Pillow, pillowcase<br>Mattress pad (if one on bed is soiled) | |
| 7 | None | | Make answer key available to student. |
| 8 | None | | Make answer key available to student. |
| 9 | Provide actual experiences for Check-Out Activities. Use the Evaluator's Final Checklist for checking out the student. | | |
| | | | |

Module V-C

# MAKING THE SURGICAL BED

(Title)

## CONTENTS OF MODULE

| | Activity | Page |
|---|---|---|
| **Student Information** | | |
| Student Assignment Sheet - Surgical Bed | 2 | 3 |
| **Student Self-Check** | | |
| Surgical Beds - True/False | 3 | 4 |
| **Evaluator's Final Checklist:** Making the Surgical Bed | 6 | 6 |

## SUGGESTED AUDIOVISUAL MATERIALS

## RECOMMENDED REFERENCES

| | Activity |
|---|---|
| NURSING SKILLS FOR ALLIED HEALTH SERVICES, 2nd ed., pp. 205-207 | 1 |
| NURSING SKILLS FOR CLINICAL PRACTICE, 3rd ed., pp. 145-146 | 1 |
| BEING A NURSING ASSISTANT, pp. 104-105 | 1 |

Module V-C

# MAKING THE SURGICAL BED

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Use other references if desired. | | |
| 2 | Discuss answers with entire class. | | Make answer key available to student. |
| 3 | None | | Make answer key available to student. |
| 4 | Demonstrate making a surgical bed. | | |
| 5 | Allow sufficient time for practice. Allow students to work in teams. | Mattress pad (optional)<br>Top and bottom sheet<br>Rubber drawsheet (optional)<br>Cloth drawsheet<br>Spread, blanket<br>Pillowcase<br>Towel or disposable pad | |

## MAKING THE SURGICAL BED

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6 | Provide actual experiences for Check-Out Activities. Use Evaluator's Final Checklist. | | |
| | | | |
| | | | |
| | | | |
| | | | |

Module V-D

ADJUSTING THE HOSPITAL BED
(Title)

## CONTENTS OF MODULE

| Student Information | Activity | Page |
|---|---|---|
| Student Information Sheet - Bed Positions | 3 | 4 |
| **Student Self-Checks** | | |
| Terminology - Matching | 2 | 3 |
| Bed Positions - Matching Terms and Illustrations | 6 | 5 |
| **Evaluator's Final Checklist:** Adjusting the Hospital Bed | 7 | 8 |

## SUGGESTED AUDIOVISUAL MATERIALS

## RECOMMENDED REFERENCES

| | Activity |
|---|---|
| NURSING SKILLS FOR ALLIED HEALTH SERVICES, 2nd ed., pp. 194-198 | 1 |
| NURSING SKILLS FOR CLINICAL PRACTICE, 3rd ed., pp. 132-136, 149-151 | 1 |

Module V-D

## ADJUSTING THE HOSPITAL BED

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Use other references if desired. | | |
| 2 | None | | Make answer key available to student. |
| 3 | None | | |
| 4 | Demonstrate positions on manually and electrically operated bed. | Manual hospital bed<br>Electric hospital bed | |
| 5 | Use students as patients. Have students refer to text while adjusting bed. | Manual hospital bed<br>Electric hospital bed | |

Module V-D

### ADJUSTING THE HOSPITAL BED

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6 | None | | Make answer key available to student. |
| 7 | Provide actual experiences for Check-Out Activities. Use Evaluator's Final Checklist to check out student. | | |
| | | | |
| | | | |
| | | | |

Mod VI-A

## CARING FOR PATIENT'S HAIR AND NAILS

(Title)

### CONTENTS OF MODULE

| **Student Information** | Activity | Page |
|---|---|---|
| Student Information Sheet - Making a Shampoo Trough | 6 | 6 |
| Student Assignment Sheet - Hair Care | 3 | 5 |
| **Student Self-Checks** | | |
| Terminology - Matching | 2 | 4 |
| Care of Fingernails and Toenails - Fill in the Blanks | 10 | 7 |
| **Evaluator's Final Checklist:** Caring for Patient's Hair and Nails | 12 | 9 |

### SUGGESTED AUDIOVISUAL MATERIALS

### RECOMMENDED REFERENCES

| | |
|---|---|
| NURSING SKILLS FOR ALLIED HEALTH SERVICES, 2nd ed., pp. 662-674, 679-680, 461 | 1,8,9 |
| NURSING SKILLS FOR CLINICAL PRACTICE, 3rd ed., pp. 370-386, 387-388, 364 | 1,8,9 |
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 314, 320-322 | 1 |
| BEING A NURSING ASSISTANT, pp. 174-177 | 1 |

Module VI-A

## CARING FOR PATIENT'S HAIR AND NAILS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | May use another reference if desired. | | |
| 2 | None | | Make anawer key available to student. |
| 3 | Discuss answers with entire class. | | Make answer key available to student. |
| 4 | | Towel<br>Comb or brush | |
| 5 | Tie several lengths of rug yarn together at one end. Have another student hold yarn taut so that braiding can be accomplished. | Heavy rug yarn | |

Modu[illegible]I-A

## CARING FOR PATIENT'S HAIR AND NAILS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6 | None | | |
| 7 | Demonstrate how to construct a newspaper trough. | Newspaper | |
| 8 | None | Post-Test | Make answer key available to student. |
| 9 | May use another reference if desired. | | |
| 10 | None | | Make answer key available to student. |

Module VI-A

## CARING FOR PATIENT'S HAIR AND NAILS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 11 | None | Basin<br>Orangewood stick<br>Blunt scissors<br>Lotion | |
| 12 | Provide actual experiences for Check-Out Activities. Use Evaluator's Final Checklist for checking out student. | | |
| | | | |
| | | | |
| | | | |

Module VI-B

## GIVING THE PATIENT A BATH

(Title)

### CONTENTS OF MODULE

| Student Information | Activity | Page |
|---|---|---|
| Student Information Sheet - Types of Baths | 5 | 6 |
| **Student Self-Checks** | | |
| Terminology - Matching | 2 | 4 |
| Bed Bath - Fill in the Blanks | 4 | 5 |
| Types of Baths - Matching and Puzzle | 7 | 7 |
| Shower and Tub Baths - Fill in the Blanks | 12 | 7 |
| Giving the Patient a Bath - Fill in the Blanks | 14 | 8 |
| **Evaluator's Final Checklist:** Giving the Patient a Bath | 15 | 10 |
| **SUGGESTED AUDIOVISUAL MATERIALS** | | |
| Trainex Filmstrips - "Bed Bath" | 3 | |
| "Showers and Tub Baths" | 11 | |
| **RECOMMENDED REFERENCES** | | |
| NURSING SKILLS FOR ALLIED HEALTH SERVICES, 2nd ed., pp. 233-242, 246-254 | 1 | |
| NURSING SKILLS FOR CLINICAL PRACTICE, 3rd ed., pp. 336-347 | 1,13 | |
| HEALTH ASSISTANT, pp. 66-71 | 1 | |
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 326-329 | 1 | |
| BEING A NURSING ASSISTANT, pp. 160-166 | 1 | |

Module VI-B

## GIVING THE PATIENT A BATH

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Use other references if desired. | | |
| 2 | None | | Make answer key available to student. |
| 3 | Use other filmstrip if suggested one is not available. | Filmstrip projector<br>Screen<br>Cassette player<br>*Spanish narration is available. | |
| 4 | None | | Make answer key available to student. |
| 5 | None | | |

## GIVING THE PATIENT A BATH

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6 | None | | |
| 7 | None | | Make answer key available to student. |
| 8 | None | | Towel, washcloth<br>Bath blanket<br>Bath thermometer<br>Soap<br>Patient's clean clothes or hospital gown |
| 9 | Have students refer to procedures in text. | | |
| 10 | Have student describe safety measures to another student. Refer to information in text. | | |

## GIVING THE PATIENT A BATH

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 11 | Use other filmstrip if suggested one is not available. | Filmstrip projector<br>Screen<br>Cassette player | |
| 12 | None | | Make answer key available to student. |
| 13 | Have student refer to procedure in text. | | |
| 14 | None | | Make answer key available to student. |
| 15 | Provide actual experiences for Check-Out Activities. Use Instructor's Final Checklist when checking out student. | | |

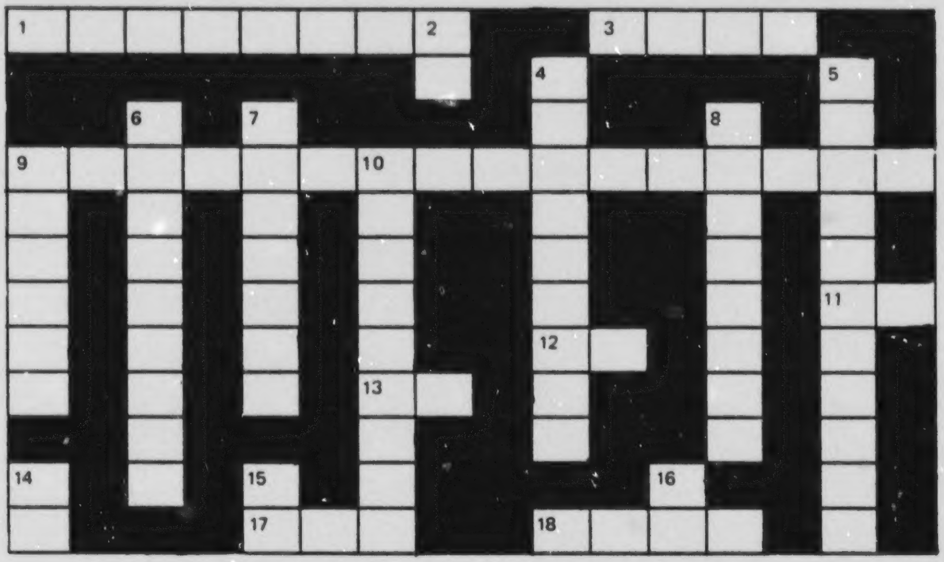
## STUDENT SELF-CHECK

### Types of Bath

Read the following list of terms. Match each term with its appropriate definition. Fill in the crossword puzzle with the correct term. Compare your answers with the key. (The instructor will provide a clean copy of the puzzle.)

**Terms**

a. O.B.
b. cc
c. P.T.
d. GU
e. P.M.
f. A.M.
g. O.R.
h. Bed
i. Sitz
j. Soak
k. Sponge
l. Medicated
m. Whirlpool
n. Soothing
o. Partial
p. Cleansing
q. Relaxing
r. Therapeutic
s. Self-administered



**Definitions**

**Across**

1. Oatmeal and starch added to water makes this bath
3. A bath that loosens diseased or necrotic tissue
9. Performed by the patient
11. Care provided in the evening
12. Abbreviation for operating room
13. Care provided in the morning
17. __________ pan is offered before the bath
18. Brings moist heat to the perineum

**Down**

2. Abbreviation for genito urinary
4. A bath that gives skin a gentle massage
5. Performed for a desired physical reaction or treatment
6. Used to refresh and clean the patient
7. Includes the face, hands, armpits, back, and perineal area
8. Water is provided to cover entire body, excluding head; given to provide comfortable effect
9. Bath is given to reduce temperature by sponging lukewarm water over entire body, excluding head
10. Intended to serve as soothing sedation or relief of a skin disorder
14. Abbreviation for cubic centimeter
15. Abbreviation for obstetrics
16. Abbreviation for physical therapy

Module VI-C

# SHAVING THE MALE PATIENT

(Title)

## CONTENTS OF MODULE

| Student Information | Activity | Page |
|---|---|---|
| Student Information Sheet - Shaving a Male Patient | 2 | 3 |
| Student Assignment Sheet - Terminology | 4 | 5 |

| Student Self-Check | Activity | Page |
|---|---|---|
| Shaving the Male Patient - True/False | 3 | 4 |
| Evaluator's Final Checklist: Shaving the Male Patient | 8 | 7 |

## SUGGESTED AUDIOVISUAL MATERIALS

| | Activity | Page |
|---|---|---|
| Trainex Filmstrip: "Bed Bath" | 5 | |

## RECOMMENDED REFERENCES

| | Activity | Page |
|---|---|---|
| NURSING SKILLS FOR ALLIED HEALTH SERVICES, 2nd ed., p. 250 | 1 | |
| NURSING SKILLS FOR CLINICAL PRACTICE, 3rd. ed., p. 341 | 1 | |
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 323-324 | 1 | |
| BEING A NURSING ASSISTANT, pp. 178-179 | 1 | |

SHAVING THE MALE PATIENT

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Use other references if desired. | | |
| 2 | None | | |
| 3 | None | | Make answer key available to student. |
| 4 | Review definitions with entire class. | TABER'S CYCLOPEDIC MEDICAL DICTIONARY or other appropriate reference | |
| 5 | Use other filmstrip if recommended one is not available. | Filmstrip projector<br>Screen<br>Cassette player<br>Student needs to view only portion on shaving males. | |

Module VI-C

SHAVING THE MALE PATIENT

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6 | | Basin of warm water<br>Shaving cream<br>Safety razor<br>After-shave lotion or powder (optional)<br>Towel, mirror<br>Gauze pad | |
| 7 | Blow ballons up taut. | Balloons<br>Shaving lather<br>Safety razor | |
| 8 | Provide actual experiences for Check-Out Activities. Use Evaluator's Final Checklist. | | |
| | | | |
| | | | |

Module VI-D

# CARING FOR PATIENT'S SKIN

(Title)

## CONTENTS OF MODULE

| Student Information | Activity | Page |
|---|---|---|
| Student Information Sheet No. 1 - Motions for a Backrub | 6 | 6 |
| Student Information Sheet No. 2 - Sites for Decubiti | 11 | 8 |
| **Student Self-Checks** | | |
| Terminology - Matching and Word Search Puzzle | 4 | 4 |
| Questions - Prevention and Treatment of Decubiti | 11 | 7 |
| Caring for Patient's Skin - Fill in the Blanks | 14 | 9 |
| **Evaluator's Final Checklist:** Caring for Patient's Skin | 16 | 11 |

## SUGGESTED AUDIOVISUAL MATERIALS

| | Activity |
|---|---|
| Trainex Filmstrips: "Bed Bath," "Care of the Patient in a Cast," "Prevention and Treatment of Decubiti" | 2,8,10 |

## RECOMMENDED REFERENCES

| | Activity |
|---|---|
| NURSING SKILLS FOR ALLIED HEALTH SERVICES, 2nd ed., pp. 249, 444-460, 464-466 | 1,3,15 |
| NURSING SKILLS FOR CLINICAL PRACTICE, 3rd ed., pp. 334-336, 348-354, 367-369 | 1,3,15 |
| HEALTH ASSISTANT, pp. 72-79 | 1 |
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 322-323 | 1 |
| BEING A NURSING ASSISTANT, pp. 171-172 | 1 |

## CARING FOR PATIENT'S SKIN

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Use other references if desired. | | |
| 2 | View only portion of film dealing with backrub. | Filmstrip projector<br>Screen<br>Cassette player | |
| 3 | Use other references if desired. | | |
| 4 | None | | Make answer key available to student. |
| 5 | None | Soap<br>Water<br>Towel<br>Back lotion<br>Powder<br>Other necessary supplies | Have available for demonstration and practice air or sponge cushions, rings, pillows, and mattresses as used in your institution for relieving pressure on the patient's skin. Display the kinds of pads that are available |

## CARING FOR PATIENT'S SKIN

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| | | | for the incontinent patient and how they are used. Be sure to explain how powder is sometimes used to keep areas of the body dry. |
| 6 | None | | |
| 7 | After completing practice, have another student check the patient looking for signs of pressure on bony parts. | Soap<br>Water<br>Towel<br>Back lotion and powder<br>Pillows, cushions | |
| 8 | Use other filmstrip if recommended one is not available. | Filmstrip projector<br>Screen<br>Cassette player | |
| 9 | Review procedure with another student. | | |

Module VI-D

CARING FOR PATIENT'S SKIN

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 10 | Use other filmstrip if recommended one is not available. | Filmstrip projector<br>Screen<br>Cassette player | |
| 11 | None | | Make answer key available to student. |
| 12 | None | | |
| 13 | None | Soap<br>Water<br>Towel<br>Back lotion and powder<br>Other necessary supplies | |
| 14 | None | | Make answer key available to student. |

## CARING FOR PATIENT'S SKIN

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 15 | None | Post-Test | Check answers in text at end of Post-Test. |
| 16. | Provide actual experiences for Check-Out Activities. Use Evaluator's Final Checklist. | | |
| | | | |
| | | | |
| | | | |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| S | I | M | P | L | E | F | R | A | C | T | U | R | E |
| A | C | D | I | G | E | S | T | I | V | E | D | E | F |
| B | O | S | W | E | A | T | G | L | A | N | D | S | G |
| C | M | S | E | B | A | C | E | O | U | S | H | I | J |
| E | P | I | D | E | R | M | I | S | K | L | M | N | R |
| V | O | A | L | U | P | A | C | S | I | M | R | E | D |
| A | U | A | M | O | T | S | O | N | P | S | C | C | Q |
| P | N | P | E | T | A | L | O | R | C | L | S | N | T |
| O | D | U | V | W | X | I | Y | I | U | S | Z | E | A |
| R | F | G | F | E | T | D | D | S | C | A | S | N | B |
| A | R | H | I | C | J | E | U | K | L | C | I | I | C |
| T | A | Q | A | P | P | T | O | N | M | R | S | T | I |
| I | C | R | S | O | I | B | O | N | Y | U | O | N | T |
| O | T | T | H | B | E | D | E | M | A | M | R | O | O |
| N | U | T | U | W | O | U | N | D | U | V | C | C | N |
| W | R | C | G | A | N | G | R | E | N | E | E | N | A |
| O | E | X | C | O | R | I | A | T | I | O | N | I | Y |
| D | E | C | O | M | P | O | S | E | C | A | S | T | C |

Module VI-E

## GIVING ORAL CARE

(Title)

CONTENTS OF MODULE

| Student Information | Activity | Page |
|---|---|---|
| Student Information Sheet No. 1 - Oral Care | 2 | 3 |
| Student Information Sheet No. 2 - How to Brush Teeth | 2 | 4 |
| Student Assignment Sheet - Find the Right Word | 10 | 8 |
| **Student Self-Checks** | | |
| Oral Hygiene - Fill in the Blanks | 4 | 5 |
| Terminology - Matching | 5 | 6 |
| Questions - Giving Oral Care | 9 | 7 |
| **Evaluator's Final Checklist:** Giving Oral Care | 11 | 10 |
| **SUGGESTED AUDIOVISUAL MATERIALS** | | |
| Trainex Filmstrip: "Oral Hygiene" | 3 | |
| **RECOMMENDED REFERENCES** | | |
| **TOPIC:** | | |
| NURSING SKILLS FOR ALLIED HEALTH SERVICES, 2nd ed., pp. 242-245 | 1,8 | |
| NURSING SKILLS FOR CLINICAL PRACTICE, 3rd. ed., pp. 330-334 | 1,8 | |
| HEALTH ASSISTANT, pp. 72-79 | 1 | |
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 316-320 | 1,8 | |
| BEING A NURSING ASSISTANT, pp. 155-159 | 1 | |

# GIVING ORAL CARE

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Use other references if desired. | | |
| 2 | None | | |
| 3 | Use other filmstrip if recommended one is not available. | Filmstrip projector<br>Screen<br>Cassette player | |
| 4,5 | None | | Make answer keys available to student. |
| 6 | Work in pairs. Have the student that is acting as the patient determine if all areas of mouth were cleaned. | | |

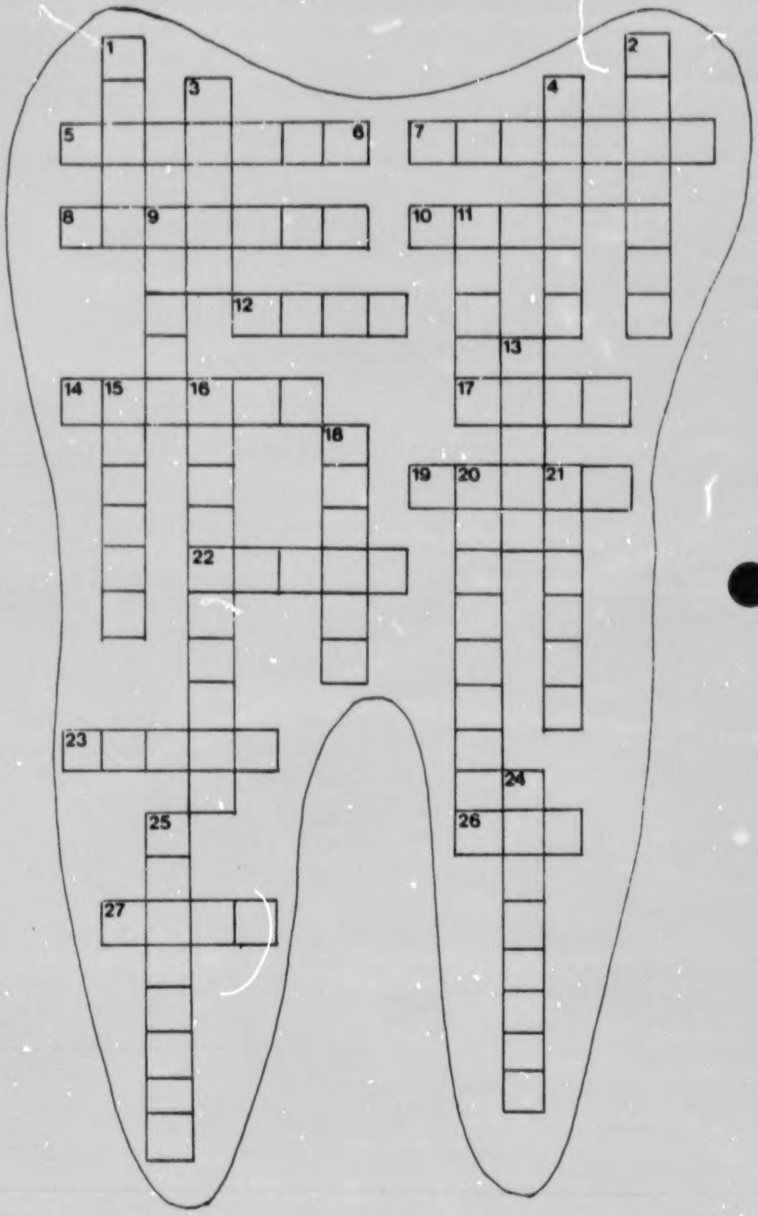
GIVING ORAL CARE

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 7 | Work in pairs. Have the student that is acting as the patient tell you if all areas of the mouth were cleaned. | | |
| 8 | Use other references if desired. | | |
| 9,10 | None | | Make answer keys available to student. |
| 11 | Complete Check-Out Activities during practice sessions. Use the Evaluator's Final Checklist for checking out the student. | | |
| | | | |

## Student Assignment Sheet — FIND THE RIGHT WORD

From the word list at the bottom of the page complete the following 27 sentences and fill in the crossword puzzle. (The instructor will provide a clean copy of the puzzle.)



### Down

1. Keep your teeth _____.
2. Everyone wants to be _____.
3. _____ sometimes appears on teeth if not properly brushed.
4. A tooth that tears food
9. A part of the tooth that shows above the gum
11. Brush the _____ teeth down.
13. One of the most important permanent teeth
15. The hardest part of the tooth
16. Use it right after eating.
18. It should be filled before it gets to be a big one.
20. _____ teeth replace baby teeth.
21. Decay is known as dental _____.
24. _____ covers the root of the tooth.
25. _____ + sugar = No. 27 across.

### Across

5. He is your friend.
7. Make _____ visits to No. 5.
8. A tooth that cuts food
10. Located in the center of the tooth
12. It shows hidden cavities.
14. Between the enamel and the pulp
17. It anchors the tooth in the jaw.
19. A baby tooth maintains a _____ for a permanent tooth.
22. Form the _____ of brushing right after eating.
23. _____ the mouth with water when you have no toothbrush.
26. Two times _____ = the number of your baby teeth.
27. _____ can dissolve tooth enamel.

### Words Used

acid
bacteria
caries
cavity
cementum
clean
crown
cuspid
dentist
dentin
enamel
habit
healthy
incisor
molar
permanent
pulp
regular
rinse
root
space
stain
ten
toothbrush
upper
x-ray

South Carolina State Board of Health, Division of Dental Health.

## ASSISTING PATIENTS IN DRESSING AND UNDRESSING

(Title)

### CONTENTS OF MODULE

| | Activity | Page |
|---|---|---|
| **Student Information** | | |
| **Student Self-Checks** | | |
| Terminology - Matching | 2 | 3 |
| Dressing and Undressing Patients - Multiple Choice | 7 | 5 |
| **Evaluator's Final Checklist:** Assisting Patients in Dressing and Undressing | 8 | 7 |

### SUGGESTED AUDIOVISUAL MATERIALS

### RECOMMENDED REFERENCES

| | Activity |
|---|---|
| NURSING SKILLS FOR ALLIED HEALTH SERVICES, 2nd ed., pp. 216-228, 230-231 | 1,4,5 |
| NURSING SKILLS FOR CLINICAL PRACTICE, 3rd ed., pp. 311-329 | 1,4,5 |
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 324-325 | 1,4,5 |

Module VI-F

## ASSISTING PATIENTS IN DRESSING AND UNDRESSING

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | May use other references if desired. | | |
| 2 | In order to save time, you may have students simply identify terms. | TABER'S CYCLOPEDIC MEDICAL DICTIONARY or other appropriate reference | |
| 3 | None | Hospital gown and/or pajamas<br>Trousers | |
| 4 | None | Hospital gown<br>Trousers | |
| 5 | None | Hospital gown and/or pajamas | |

## ASSISTING PATIENTS IN DRESSING AND UNDRESSING

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6 | None | Diaper and pins<br>Teaching doll | |
| 7 | None | | Make answer key available to student. |
| 8 | Provide actual experiences for Check-Out Activities. Use Evaluator's Final Checklist to check out student. | | |
| | | | |
| | | | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| B | R | A | I | N | Z | B | R | A | C | E |
| I | M | P | A | I | R | M | E | N | T | O |
| E | X | O | Y | A | S | E | T | L | M | P |
| V | N | S | W | V | T | N | A | R | Q | U |
| I | A | T | S | X | R | T | R | S | T | L |
| T | G | O | I | E | O | A | D | O | M | L |
| A | I | P | S | R | K | L | A | P | A | O |
| R | D | E | Y | U | E | L | T | M | T | V |
| E | R | R | L | T | M | E | I | F | U | E |
| P | A | A | A | C | N | X | O | R | R | R |
| O | C | T | R | A | O | T | N | A | A | R |
| E | Q | I | A | R | O | R | P | C | T | E |
| R | U | V | P | T | G | E | H | T | I | P |
| P | X | E | F | N | Q | M | I | U | O | A |
| Y | Z | A | M | O | C | I | J | R | N | I |
| A | C | E | B | C | D | T | K | E | L | D |
| D | I | S | T | A | L | Y | P | N | O | M |

Module VII-A

# COMMUNICATING WITH OTHERS

(Title)

## CONTENTS OF MODULE

| Student Information | Activity | Page |
|---|---|---|
| Student Information Sheet - Communicating With Others | 3 | 4 |
| Student Assignment Sheet No. 1 - Definitions | 2 | 3 |
| Student Assignment Sheet No. 2 - Developing Observation Skills | 4 | 8 |
| **Student Self-Checks** | | |
| Communicating With Others - Questions and Matching | 5 | 9 |
| Verbal and Non-Verbal Barriers to Communications - Questions | 7 | 10 |
| Evaluator's Final Checklist: Communicating With Others | 8 | 12 |

## SUGGESTED AUDIOVISUAL MATERIALS

| | Activity |
|---|---|
| Trainex Filmstrips: "Verbal and Non-Verbal Barriers to Communication" | 6 |
| Southern Bell Telephone Movie: "To Communicate Is the Beginning" | |

## RECOMMENDED REFERENCES

| | Activity |
|---|---|
| BECOMING AN EFFECTIVE MEMBER, HOSA Module | 1 |
| BEING A NURSING ASSISTANT, pp. 17-36 | 1 |
| HEALTH ASSISTANT, pp. 147-154 | 1 |

COMMUNICATING WITH OTHERS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Use other references if desired. | | |
| 2 | Review definitions aloud with class. | TABER'S CYCLOPEDIC MEDICAL DICTIONARY or other appropriate reference. | |
| 3 | None | | |
| 4 | Have student work with partner or in a group. | Paper<br>Pen<br>Watch or clock<br>Oxford type shoe | |
| 5 | None | | Make answer key available to student. |

COMMUNICATING WITH OTHERS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6 | Use other filmstrip if recommended one is not available. | Filmstrip projector<br>Screen<br>Cassette player | |
| 7 | None | | Make answer key available to student. |
| 8 | Use Evaluator's Final Checklist for checking out the student. | | |
| | | | |
| | | | |

SCREENING INCOMING CALLS, RECORDING AND RELAYING MESSAGES, AND PLACING OUTGOING CALLS

(Title)

Module VII-B

## CONTENTS OF MODULE

| Student Information | Activity | Page |
|---|---|---|
| Student Information Sheet - Telephone Communications | 2 | 3 |
| **Student Self-Checks** | | |
| Telephone Communications - Multiple Choice | 4 | 4 |
| Using the Telephone in Health Care Facility - Questions | 5 | 6 |
| **Evaluator's Final Checklist:** Screening Incoming Calls, Recording and Relaying Messages, and Placing Outgoing Calls | 6 | 8 |

## SUGGESTED AUDIOVISUAL MATERIALS

Bell Telephone: "I Rather Like You, Mr. Bell," "To Communicate Is the Beginning," "How to Lose Your Best Customer," "Hello, I Need to Tell You Something"

## RECOMMENDED REFERENCES

| | Activity |
|---|---|
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 391-393 | 1 |
| HEALTH ASSISTANT, p. 147 | 1 |

Modu VII-B

## SCREENING INCOMING CALLS, RECORDING AND RELAYING MESSAGES, AND PLACING OUTGOING CALLS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Use other references if desired. | | |
| 2 | Additional information may be needed. | | |
| 3 | Use pairs of students to simulate various phone situations. | Telephone<br>Simulated patient<br>Pen<br>Paper | Bell Telephone has a variety of good filmstrips and movies on telephone techniques. |
| 4,5 | None | | Make answer key available to student. |
| 6 | Provide actual experiences for Check-Out Activities. Use Evaluator's Final Checklist. | | |

Module VII-C

## GREETING AND DIRECTING VISITORS
(Title)

CONTENTS OF MODULE

| | Activity | Page |
|---|---|---|
| **Student Information** | | |
| Student Information Sheet - Greeting and Directing Visitors | 1 | 3 |
| **Student Self-Check** | | |
| Case Studies - Multiple Choice | 4 | 5 |
| **Evaluator's Final Checklist:** Greeting and Directing Visitors | 5 | 7 |
| **SUGGESTED AUDIOVISUAL MATERIALS** | | |
| Trainex Filmstrip: "The Volunteer as Receptionist, Escort, and Hostess" | 2 | |

RECOMMENDED REFERENCES

## GREETING AND DIRECTING VISITORS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Additional information may be needed. | | |
| 2 | Contact telephone company for additional appropriate filmstrips. | Filmstrip projector<br>Screen<br>Cassette player | The Trainex Filmstrip is designed for a volunteer, but the information applies to a nursing assistant. |
| 3 | Use pairs of students to pose as various types of visitors. | | |
| 4 | Role play the case studies. Supplement the case studies with local names, procedures, etc. | | Make answer key available to student. |
| 5 | Provide actual experiences for Check-Out Activities. Use the Evaluator's Final Checklist for checking out the student. | | |

Module VII-D

## INITIATING AND RESPONDING TO INTERCOM COMMUNICATIONS

(Title)

## CONTENTS OF MODULE

| | Activity | Page |
|---|---|---|
| **Student Information** | | |
| Student Information Sheet - Intercom Communication Guidelines | 1 | 3 |
| **Student Self-Check** | | |
| Intercom Communication - Multiple Choice | 3 | 4 |
| **Evaluator's Final Checklist:** Initiating and Responding to Intercom Communications | 4 | 6 |

## SUGGESTED AUDIOVISUAL MATERIALS

## RECOMMENDED REFERENCES

## INITIATING AND RESPONDING TO INTERCOM COMMUNICATIONS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Additional information may be needed. | | |
| 2 | Use pairs of students to simulate intercom transactions. Role play additional situations involving the use of the intercom. | Intercom system (or simulated system)<br>Pen<br>Paper | |
| 3 | None | | Make answer key available to student. |
| 4 | Provide actual experiences for Check-Out Activities. Use the Evaluator's Final Checklist to check out student. | | |
| | | | |

Module VIII-A

# ASSISTING WITH NUTRITION

(Title)

## CONTENTS OF MODULE

| Student Information | Activity | Page |
|---|---|---|
| Student Information Sheet - Distributing Water | 11 | 8 |
| Student Assignment Sheet - Making a Poster | 7 | 7 |

| Student Self-Checks | Activity | Page |
|---|---|---|
| Feeding the Patient - Questions | 3 | 4 |
| ~~Food Service Orientation - Questions~~ | 5 | 4 |
| Terminology - Matching and Word Search Puzzle | 6 | 5 |
| ~~Assisting With Nutrition - Questions~~ | 13 | 9 |
| Diets - Matching | 15 | 10 |
| Evaluator's Final Checklist: Assisting With Nutrition | 15 | 12 |

## SUGGESTED AUDIOVISUAL MATERIALS

| | Activity |
|---|---|
| Trainex Filmstrips; "Feeding the Patient" | 2 |
| "Food Service Orientation" | 4 |

## RECOMMENDED REFERENCES

| | Activity |
|---|---|
| NURSING SKILLS FOR ALLIED HEALTH SERVICES, 2nd ed., pp. 329-342, 344 | 1,14 |
| NURSING SKILLS FOR CLINICAL PRACTICE, pp. 463-484 | 1,14 |
| HEALTH ASSISTANT, pp. 96-103 | 1,14 |
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 332-333 | 1 |
| BEING A NURSING ASSISTANT, pp. 187-203 | 1 |

## ASSISTING WITH NUTRITION

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Use other references if desired. | | |
| 2,4 | Use other filmstrip if recommended one is not available. | Filmstrip projector<br>Screen<br>Cassette player | |
| 3,5,6,7 | | | Make answer key available to students. |
| 8,9 | Practice with another student. | Tray<br>Napkins<br>Straw, glasses<br>Silverware<br>Bowls<br>Food | Can use cereal, juice, toast, etc. These things can be made in the classroom. |
| 10 | None | Baby mannequin<br>Bottle | Can utilize day care center for real experience in caring for infants. |

## ASSISTING WITH NUTRITION

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 11 | May use other materials if available. | | |
| 12 | None | | Make available the procedures of affiliating health care facility. |
| 13 | None | | Make answer key available to student. |
| 14 | None | Post-Test | Check answers in text at end of Post-Test. |
| 15 | None | | Make answer key available to student. |

Module VIII-A

## ASSISTING WITH NUTRITION

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 16 | Complete Check-Out Activities during practice sessions. Use the Evaluator's Final Checklist for checking out the student. | | |
| | | | |
| | | | |
| | | | |
| | | | |

Module IX-A

## COLLECTING, TESTING, CHARTING, AND RECORDING SPECIMENS

(Title)

### CONTENTS OF MODULE

| | Activity | Page |
|---|---|---|
| **Student Information** | | |
| Student Information Sheet - Collecting, Testing, Charting, and Recording Specimens | 2 | 4 |
| **Student Self-Check** | | |
| Terminology - Matching | 3 | 6 |
| Collecting Urine Specimens - Questions | 5 | 7 |
| Specimens - Multiple Choice | 7 | 7 |
| **Evaluator's Final Checklist:** Collecting, Testing, Charting, and Recording Specimens | 9 | 10 |

### SUGGESTED AUDIOVISUAL MATERIALS

| | Activity |
|---|---|
| Trainex Filmstrip: "Collecting Urine Specimens" | 4 |

### RECOMMENDED REFERENCES

| | Activity |
|---|---|
| NURSING SKILLS FOR ALLIED HEALTH SERVICES, 2nd ed., pp. 294-328, 406-407, 547-548 | 1,8 |
| NURSING SKILLS FOR CLINICAL PRACTICE, 3rd ed., pp. 485-508, 509-513, 530-532 | 1,8 |
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 246-249, 339-344 | 1 |
| HEALTH ASSISTANT, pp. 84-87 | 1 |
| BEING A NURSING ASSISTANT, pp. 217-229 | 1 |

Module IX-A

## COLLECTING, CHARTING, TESTING, AND RECORDING SPECIMENS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Use other references if desired. | | |
| 2 | None | | |
| 3 | None | | Make answer key available to student. |
| 4 | Allow entire class to view filmstrip. Use other appropriate filmstrip if recommended one is not available. | Filmstrip projector<br>Screen<br>Cassette player | |
| 5 | None | | Make answer key availble to student. |

## COLLECTING, CHARTING, TESTING, AND RECORDING SPECIMENS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6 | Allow sufficient laboratory hours for teams to practice taking specimens. | Specimen container<br>Graduate cylinder<br>Tongue blades<br>Gloves<br>Gallon collection bottle | |
| 7 | None | | Make answer key available to student. |
| 8 | Have students write answers on sheet of paper and compare with answers at end of post-test. | Post-Test | |
| 9 | Provide actual experiences for Check-Out Activities. Use the Evaluator's Final Checklist. | | |
| | | | |

Module IX-B

# ASSISTING WITH CARE OF URINARY DRAINAGE UNIT

(Title)

## CONTENTS OF MODULE

| Student Information | Activity | Page |
|---|---|---|
| Student Information Sheet - Urinary Drainage Units | 4 | 4 |

| Student Self-Checks | Activity | Page |
|---|---|---|
| Terminology - Matching | 3 | 3 |
| Catheter Care - True/False | 7 | 5 |

| | Activity | Page |
|---|---|---|
| Evaluator's Final Checklist: Assisting with Care of Urinary Drainage Unit | 8 | 7 |

## SUGGESTED AUDIOVISUAL MATERIALS

| | Activity |
|---|---|
| Trainex Filmstrips: "Closed Urinary Drainage System" | |
| "Important Procedures in Asepsis: Intravenous Fluid Therapy and Urinary Drainage" | 2 |

## RECOMMENDED REFERENCES

| | Activity |
|---|---|
| NURSING SKILLS FOR ALLIED HEALTH SERVICES, 2nd ed., pp. 318-321 | 1 |
| NURSING SKILLS FOR CLINICAL PRACTICE, 3rd ed., pp. 494-497 | 1 |
| HEALTH ASSISTANT, pp. 252-255 | 1 |
| BEING A NURSING ASSISTANT, pp. 310-312 | 1 |
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 337-339 | 1 |

Module IX-B

## ASSISTING WITH CARE OF URINARY DRAINAGE UNIT

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Use other reference if desired. | | |
| 2 | Use other filmstrip if recommended one is not available. | Filmstrip projector<br>Screen<br>Cassette player | |
| 3 | None | | Make answer key available to student. |
| 4 | Review major points of urinary drainage system. | | Have students draw drainage system from memory and label major points. |
| 5 | None | | Have sales representative come in and demonstrate care of catheter, etc. |

## ASSISTING WITH CARE OF URINARY DRAINAGE UNIT

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6 | Allow sufficient practice time. | Urinary drainage units<br>Teaching doll<br>Bedpan<br>Graduated pitcher | Obtain supplies from local hospital, clinic, or from company. |
| 7 | None | | Make answer key available to student. |
| 8 | Provide actual experiences for Check-Out Activities. Use Evaluator's Final Checklist for checking out student. | | |
| | | | |
| | | | |

Module IX-C

# ASSISTING BED PATIENT WITH ELIMINATION OF BODY WASTES

(Title)

## CONTENTS OF MODULE

| | Activity | Page |
|---|---|---|
| **Student Information** | | |
| Student Assignment Sheet - Body Elimination | 4 | 4 |
| **Student Self-Checks** | | |
| Questions on Assisting Patient With Urine Elimination | 3 | 3 |
| Terminology - Matching | 7 | 5 |
| Bedpans and Urinals - True/False | 8 | 6 |
| **Evaluator's Final Checklist:** Assisting Bed Patient with Elimination of Body Wastes | 9 | 8 |

## SUGGESTED AUDIOVISUAL MATERIALS

| | Activity |
|---|---|
| Trainex Filmstrips: "Bowel Elimination" | 2 |
| "Assisting Patient with Urine Elimination" | |

## RECOMMENDED REFERENCES

| | Activity |
|---|---|
| NURSING SKILLS FOR ALLIED HEALTH SERVICES, 2nd ed., pp. 294-304, 387-397 | 1 |
| NURSING SKILLS FOR CLINICAL PRACTICE, 3rd ed., pp. 486-493, 516-524 | 1 |
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 333-336 | 1 |
| HEALTH ASSISTANT, pp. 46-49 | 1 |
| BEING A NURSING ASSISTANT, pp. 179-186 | 1 |

## ASSISTING BED PATIENT WITH ELIMINATION OF BODY WASTES

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Use other references if desired. | | |
| 2 | Use other filmstrips if suggested ones are not available. | Filmstrip projector<br>Screen<br>Cassette player | |
| 3,4 | None | | Make answer keys availabie to student. |
| 5 | Provide a demonstration. Student can serve as patient or use teaching doll. | | |
| 6 | Provide adequate practice. | Jello pudding may be used as a substitute for feces.<br>Tea may be used as a substitute for urine. | Students should work in pairs or groups of three. |

## ASSISTING BED PATIENT WITH ELIMINATION OF BODY WASTES

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 7,8 | None | | Make answer key available to student. |
| 9 | Provide actual experiences for Check-Out Activities. Use the Evaluator's Final Checklist for checking out the student. | | |
| | | | |
| | | | |
| | | | |

Module -D

# MEASURING AND RECORDING INTAKE AND OUTPUT

(Title)

## CONTENTS OF MODULE

| | Activity | Page |
|---|---|---|
| **Student Information** | | |
| Student Assignment Sheet No. 1 - Measurement of Fluids | 4 | 4 |
| Student Assignment Sheet No. 2 - Patient Situation | 5 | 5 |
| Student Assignment Sheet No. 3 - List of Fluid Intake and Output | 5 | 7 |
| **Student Self-Checks** | | |
| Terminology - Matching | 2 | 3 |
| Intake and Output - Multiple Choice | 6 | 9 |
| **Evaluator's Final Checklist:** Measuring and Recording Intake and Output | 8 | 12 |
| **SUGGESTED AUDIOVISUAL MATERIALS** | | |
| Trainex Filmstrip: "Intake and Output" | 3 | |
| **RECOMMENDED REFERENCES** | | |
| NURSING SKILLS FOR ALLIED HEALTH SERVICES, 2nd ed., pp. 346-360 | 1,7 | |
| NURSING SKILLS FOR CLINICAL PRACTICE, 3rd ed., pp. 446-462 | 1,7 | |
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 328-332 | 1 | |
| HEALTH ASSISTANT, pp. 83-85 | 1 | |
| BEING A NURSING ASSISTANT, pp. 205-215 | 1 | |

Module IX-D

MEASURING AND RECORDING INTAKE AND OUTPUT

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Use cther references if recommended ones are not available. | Intake and output equivalent chart<br>Graduate pitcher<br>Bedpan and urinal<br>Closed drainage system (if available) | |
| | | Intravenous fluids (if available)<br>Emesis basin<br>Juice glass, water glass<br>Coffee cup<br>Soup bowl<br>Dessert dish<br>Water pitcher | |
| 2 | None | | Make answer key available to student. |
| 3 | Use other filmstrip if recommended one is not available. | Filmstrip projector<br>Screen<br>Cassette player | |
| 4 | Allow sufficient laboratory hours for teams to practice measurement. | Sample Intake - Output Record | Make answer key available to student. |

Modul X-D

## MEASURING AND RECORDING INTAKE AND OUTPUT

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 5 | Allow sufficient laboratory hours for teams to practice measurement. | Sample Intake - Output Record | Make answer key available to student. |
| 6 | None | | Make answer key available to student. |
| 7 | None | Post-Test | Check answers in text at end of Post-Test. |
| 8 | Provide actual experience for the Check-Out Activities. Use Evaluator's Final Checklist. | | |
| | | | |

**Student Assignment Sheet No. 2**

**SAMPLE**
**INTAKE – OUTPUT RECORD**

Patient ____________________

Date ____________________

Number ____________________

| | INTAKE | | | | | OUTPUT | | | |
|---|---|---|---|---|---|---|---|---|---|
| | ORAL | | INTRAVENOUS | | OTHER | | | OTHER | |
| TIME | Type of Fluid | Amount | Fluid | Amount | | Urinary | Levine Tube | Drainage | Amount |
| AM PM<br>7 · 3 | | | | | | | | | |
| TOTAL | | | | | | | | | |
| PM<br>3 · 11 | | | | | | | | | |
| TOTAL | | | | | | | | | |
| PM AM<br>11 · 7 | | | | | | | | | |
| TOTAL | | | | | | | | | |
| 24 HR TOTAL | | | | | | | | | |

CC CONTENTS FOR COMMON CONTAINERS

| | | | |
|---|---|---|---|
| Juice glass | 90 cc | Water pitcher | 750 cc |
| Coffee cup | 120 cc | Water pitcher top | 120 cc |
| Drinking glass | 180 cc | Soup bowl | 150 cc |
| Milk container | 250 cc | Dessert dish | 120 cc |

# BANDAGING PATIENTS

(Title)

## CONTENTS OF MODULE

| Student Information | Activity | Page |
|---|---|---|
| Student Information Sheet - Bandaging Patients | 2 | 3 |
| Student Assignment Sheet - Terminology | 3 | 10 |
| **Student Self-Checks** | | |
| Bandages-Part I - Fill in the Blanks | 6 | 11 |
| Bandages-Part II - Questions | 7 | 11 |
| Evaluator's Final Checklist: Bandaging Patients | 8 | 13 |

## SUGGESTED AUDIOVISUAL MATERIALS

| | Activity |
|---|---|
| American National Red Cross: "Multimedia Standard First Aid Film" | 4 |

## RECOMMENDED REFERENCES

| | Activity |
|---|---|
| MULTIMEDIA STANDARD FIRST AID WORKBOOK, pp. 115-177 | 1 |
| STANDARD FIRST AID AND PERSONAL SAFETY, 2nd ed., pp. 177-194 | 1 |
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 129-135 | 1 |
| MODERN HEALTH, pp. 497-499 | 1 |
| HEALTH OCCUPATIONS EDUCATION: HEALTH SERVICE CAREERS, pp. HSC 97B-103B | 1 |

Module X-A

BANDAGING PATIENTS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | To certify for a Red Cross Certificate, the suggested reference is required for use. Other references are suggested for clarity. | | |
| 2 | None | | |
| 3 | None | TABER'S CYCLOPEDIC MEDICAL DICTIONARY or other appropriate reference | |
| 4 | To certify for a Red Cross Certificate, the suggested films are required for use. | Films<br>16 mm projector<br>Screen | |
| 5 | Have students work in pairs and take turns being the victim and the first aider. | Blankets<br>Rolled bandages<br>Gauze<br>Triangular bandages | |

## BANDAGING PATIENTS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6,7 | None | | Make answer key available to student. |
| 8 | Complete Check-Out Activities during practice sessions. Use the Evaluator's Final Checklist for checking out the student. | | |
| | | | |
| | | | |
| | | | |

Module X-B

# APPLYING SPLINTS

(Title)

## CONTENTS OF MODULE

| Student Information | Activity | Page |
|---|---|---|
| Student Information Sheet - Applying Splints | 2 | 3 |
| Student Assignment Sheet - Terminology | 5 | 8 |
| **Student Self-Checks** | | |
| Splinting Fractures - Multiple Choice | 6 | 9 |
| First Aid for Bone and Joint Injuries - Questions | 7 | 10 |
| Evaluator's Final Checklist: Applying Splints | 8 | 12 |

## SUGGESTED AUDIOVISUAL MATERIALS

| | |
|---|---|
| American National Red Cross: "Multimedia Standard First Aid Film: Splinting Fractures" | 3 |

## RECOMMENDED REFERENCES

| | |
|---|---|
| MULTIMEDIA STANDARD FIRST AID WORKBOOK, pp. 215-252 | 1 |
| STANDARD FIRST AID AND PERSONAL SAFETY, pp. 195-225 | 1 |
| HEALTH OCCUPATIONS EDUCATION: HEALTH SERVICE CAREERS, pp. HSC 105B-107B | 1 |
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 112-119 | 1 |

Modul[illegible]K-B

## APPLYING SPLINTS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | To qualify for a Red Cross Certificate, the suggested book is required for use. | MULTIMEDIA STANDARD FIRST AID WOOKBOOK | |
| 2 | None | | |
| 3 | To qualify for a Red Cross Certificate, the suggested film is required for use. | Film<br>16 mm projector<br>Screen | |
| 4 | Have students work in pairs and take turns being the victim and the first aider. | 5.08 cm (2 in.) ties<br>Padding<br>Blankets<br>Splints<br>Triangular bandages | |
| 5 | Review terminology aloud with class. | TABER'S CYCLOPEDIC MEDICAL DICTIONARY or other appropriate reference | |

Module X-B

## APPLYING SPLINTS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6,7 | None | | Make answer keys available to student. |
| 8 | Complete Check-Out Activities during practice sessions. Use the Evaluator's Final Checklist for checking out the student. | | |
| | | | |
| | | | |
| | | | |

Module X-C

## PERFORMING MOUTH-TO-MOUTH RESUSCITATION

(Title)

### CONTENTS OF MODULE

| Student Information | Activity | Page |
|---|---|---|
| Student Information Sheet - Performing Mouth to Mouth Resuscitation | 2 | 3 |
| **Student Self Check** | | |
| Mouth-to-Mouth Resuscitation - Multiple Choice | 5 | 7 |
| **Evaluator's Final Checklist:** Performing Mouth-to-Mouth Resuscitation | 6 | 9 |
| **SUGGESTED AUDIOVISUAL MATERIALS** | | |
| American National Red Cross: "Multimedia Standard First Aid Film: Mouth-to-Mouth Resuscitation" | 3 | |
| **RECOMMENDED REFERENCES** | | |
| MULTIMEDIA STANDARD FIRST AID WORKBOOK, pp. 1-42 | 1 | |
| STANDARD FIRST AID AND PERSONAL SAFETY, pp. 66-90 | 1 | |

## PERFORMING MOUTH-TO-MOUTH RESUSCITATION

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | To qualify for a Red Cross Certificate, the suggested book is required for use. | MULTIMEDIA STANDARD FIRST AID WORKBOOK | |
| 2 | None | | |
| 3 | To qualify for a Red Cross Certificate, the suggested film is required for use. | Film<br>16 mm projector<br>Screen | |
| 4 | Students can practice all of the procedures except for the artificial ventilation on each other; otherwise the mannequin is used. | Resusci-Annie Doll<br>Blanket | |
| 5 | None | | Make answer key available to student. |

Module -C

PERFORMING MOUTH-TO-MOUTH RESUSCITATION

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6 | Complete Check-Out Activities during practice session. Use the Evaluator's Final Checklist for checking out the students. | | |
| | | | |
| | | | |
| | | | |
| | | | |

Module X-D

## RELIEVING OBSTRUCTED AIRWAYS

(Title)

### CONTENTS OF MODULE

| | Activity | Page |
|---|---|---|
| **Student Information** | | |
| Student Information Sheet - Relieving Obstructed Airways | 2 | 3 |
| **Student Self-Check** | | |
| The Obstructed Airway - Multiple Choice | 5 | 9 |
| **Evaluator's Final Checklist:** Relieving Obstructed Airways | 6 | 11 |
| **SUGGESTED AUDIOVISUAL MATERIALS** | | |
| American National Red Cross: "Multimedia Standard First Aid Film, Relieving the Obstructed Airway" | 3 | |
| **RECOMMENDED REFERENCES** | | |
| MULTIMEDIA STANDARD FIRST AID WORKBOOK, pp. 61-93 | 1 | |
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 143-146 | 1 | |

Modul -D

## RELIEVING OBSTRUCTED AIRWAYS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | To qualify for a Red Cross Certificate, the suggested book is required for use. | MULTIMEDIA STANDARD FIRST AID WORKBOOK | |
| 2 | None | | |
| 3 | To qualify for a Red Cross Certificate, the suggested film is required for use. | 16 mm projector<br>Film<br>Screen | |
| 4 | Have students work in pairs and take turns being the victim and the first aider. Mannequin can be used for unconscious victim. | Blanket<br>Mannequin | |
| 5 | None | | Make answer key available to student. |

Module X-D

RELIEVING OBSTRUCTED AIRWAYS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6 | Complete Check-Out Activities during practice sessions. Use the Evaluator's Final Checklist for checking out the student. | | |
| | | | |
| | | | |
| | | | |
| | | | |

## TRANSPORTING INJURED VICTIMS

(Title)

### CONTENTS OF MODULE

| Student Information | Activity | Page |
|---|---|---|
| Student Information Sheet - Two-Person Carry and Three-Person Hammock Carry | 3 | 3 |
| **Student Self-Check** | | |
| Transporting Victims - True/False | 5 | 7 |
| **Evaluator's Final Checklist:** Transporting Injured Victims | 6 | 9 |

### SUGGESTED AUDIOVISUAL MATERIALS

| | Activity | Page |
|---|---|---|
| American National Red Cross: "Multimedia Standard First Aid Film: Transporting Victims" | 2 | |

### RECOMMENDED REFERENCES

| | Activity | Page |
|---|---|---|
| MULTIMEDIA STANDARD FIRST AID WORKBOOK, pp. 301-310 | 1 | |
| STANDARD FIRST AID AND PERSONAL SAFETY, pp. 225-253 | 1 | |

Objective__________ Module X-E

## TRANSPORTING INJURED VICTIMS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | To qualify for a Red Cross Certificate, the suggested book is required for use. | MULTIMEDIA STANDARD FIRST AID WORKBOOK | |
| 2 | To qualify for a Red Cross Certificate, the suggested film is required for use. | 16 mm projector<br>Film<br>Screen | |
| 3 | None | | |
| 4 | Have students work in groups of three, four or eight, and take turns being the victim and the first aid attendant. | Blankets<br>Chairs<br>Two poles for each group of three students | |
| 5 | None | | Make answer key available to student. |

Module X-E

## TRANSPORTING INJURED VICTIMS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6 | Complete Check-Out Activities during practice sessions. Use the Evaluator's Final Checklist. | | |
| | | | |
| | | | |
| | | | |
| | | | |

Module XI-A

# PREPARING PATIENTS FOR SURGERY

(Title)

## CONTENTS OF MODULE

| | Activity | Page |
|---|---|---|
| **Student Information** | | |
| Student Assignment Sheet No. 1 - The Preoperative Checklist | 2 | 4 |
| Student Assignment Sheet No. 2 - Preoperative Care | 3 | 6 |
| **Student Self-Checks** | | |
| Preoperative Care of Patient - True/False | 4 | 7 |
| Terminology - Matching | 5 | 8 |
| Postoperative Care - Questions | 6 | 9 |
| Preoperative and Postoperative Care - Questions | 8 | 9 |
| Evaluator's Final Checklist: Preparing Patients for Surgery | 11 | 11 |
| **SUGGESTED AUDIOVISUAL MATERIALS** | | |
| Trainex Filmstrip: "Preoperative and Postoperative Care" | 7 | |
| **RECOMMENDED REFERENCES** | | |
| NURSING SKILLS FOR ALLIED HEALTH SERVICES, 2nd ed., pp. 467-478 | 1 | |
| NURSING SKILLS FOR CLINICAL PRACTICE, 3rd ed., pp. 580-596, 479-480 | 1,10 | |
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 359-362 | 1 | |
| HEALTH ASSISTANT, pp. 176-185 | 1 | |
| BEING A NURSING ASSISTANT, pp. 341-350 | 1 | |

Module XI-A

# PREPARING PATIENTS FOR SURGERY

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Use other references if desired. | | |
| 2 | May substitute hospital's form for Assignment Sheet. | | Make answer key available to student. |
| 3 | None | Soap<br>Water<br>Razor | Make answer key available to student. |
| 4,5,6 | None | | Make answer key available to student. |
| 7 | Another filmstrip may be substituted if suggested one is not available. | Filmstrip projector<br>Screen<br>Cassette player | |

Module XI-A

## PREPARING PATIENTS FOR SURGERY

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 8 | None | | Make answer key available to student. |
| 9 | Use training doll for the skin preparation. Have students work in pairs. | Preparation tray<br>Doll<br>Blood pressure cuff<br>Stethoscope<br>Chart<br>Hospital gown<br>Hospital bed with siderails<br>Towels | |
| 10 | None | Post-Test | Check answers in text at end of Post-Test. |
| 11 | Complete Check-Out Activities during practice sessions. Use the Evaluator's Final Checklist. | | |
| | | | |

Module I-B

## PROVIDING POSTOPERATIVE CARE

(Title)

### CONTENTS OF MODULE

| Student Information | Activity | Page |
|---|---|---|
| Student Information Sheet - Postoperative Care | 2 | 3 |
| Student Assignment Sheet - Vocabulary: Postoperative Care | 3 | 4 |
| **Student Self-Checks** | | |
| Terminology - Matching | 4 | 5 |
| Postoperative Care of the Patient - Multiple Choice | 5 | 6 |
| **Evaluator's Final Checklist:** Providing Postoperative Care | 9 | 9 |

### SUGGESTED AUDIOVISUAL MATERIALS

| | Activity |
|---|---|
| Trainex Filmstrip: "Preoperative and Postoperative Care" | 6 |

### RECOMMENDED REFERENCES

| | Activity |
|---|---|
| NURSING SKILLS FOR ALLIED HEALTH SERVICES, 2nd ed., pp. 481-502 | 1 |
| NURSING SKILLS FOR CLINICAL PRACTICE, 3rd ed., pp. 507-511, 622-625 | 7 |
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 363-364 | 1 |
| HEALTH ASSISTANT, pp. 176-186 | 1 |

Module XI-B

PROVIDING POSTOPERATIVE CARE

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Another reference may be substituted if the suggested one is not available. | | |
| 2 | None | | |
| 3,4 | Review terminology aloud with class. | TABER'S CYCLOPEDIC MEDICAL DICTIONARY or other appropriate reference | Make answer key available to student. |
| 5 | None | | Make answer key available to student. |
| 6 | Use other filmstrip if recommended one is not available. | Filmstrip projector<br>Screen<br>Cassette player | |

## PROVIDING POSTOPERATIVE CARE

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 7 | None | Post-Test | Check answers in text at end of Post-Test. |
| 8 | Have students work in pairs and take turns being the patient and the health assistant. | Patient in a hospital bed<br>Four pillows<br>Sphygmomanometer<br>Stethoscope<br>Use neurological checksheet from your hospital. | |
| 9 | Complete Check-Out Activities during practice sessions. Use the Evaluator's Final Checklist for checking out the student. | | |
| | | | |
| | | | |

Module XI-C

# APPLYING BINDERS AND BANDAGES

(Title)

## CONTENTS OF MODULE

| Student Information | Activity | Page |
|---|---|---|
| **Student Self-Checks** | | |
| Terminology - Matching | 2 | 4 |
| Application of Bandages and Binders - Questions | 4 | 5 |
| Binders and Bandages - Questions | 11 | 5 |
| **Evaluator's Final Checklist:** Observing, Reporting, and Applying Binders and Bandages | 13 | 7 |

## SUGGESTED AUDIOVISUAL MATERIALS

| | Activity | |
|---|---|---|
| Trainex Filmstrip: "Application of Bandages and Binders" | 3 | |

## RECOMMENDED REFERENCES

| | Activity | |
|---|---|---|
| NURSING SKILLS FOR ALLIED HEALTH SERVICES, 2nd ed., pp. 632-647 | 1,12 | |
| NURSING SKILLS FOR CLINICAL PRACTICE, 3rd ed., pp. 734-747 | 1,12 | |
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 366-369 | 1 | |
| HEALTH ASSISTANT, pp. 179-181 | 1 | |
| BEING A NURSING ASSISTANT, pp. 357-362 | 1 | |

Module XI-C

## APPLYING BINDERS AND BANDAGES

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Use other references if desired. | | |
| 2 | None | | Make answer key available to student. |
| 3 | Use other filmstrip if recommended one is not available. | Filmstrip projector<br>Screen<br>Cassette player | |
| 4 | None | | Make answer key available to student. |
| 5 | Have students work in pairs, with one practicing on the arm and the other practicing on the leg. | 7-9 yards of 2-2½" roller bandage<br>Tape, safety pins<br>Peri-pads<br>Other necessary supplies | Students should have learned to apply spiral (open and closed), figure 8, and triangular bandages in First Aid Module. |

## APPLYING BINDERS AND BANDAGES

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6 | Keep elbow bent while applying bandage. | Same as No. 5 | Students should have learned to apply spiral (open and closed), figure 8, and triangular bandages in First Aid Module. |
| 7 | None | | Have available various binders used in your institution. Show the students where on the patient's body each type of binder might be used. |
| 8 | Have students work in pairs in clinical lab. | Sculteus binder<br>Peri-pads<br>Other necessary supplies | Observe the practice, making sure that the students apply bandage from bottom to top for surgical patients and top to bottom for obstetrical patients. |
| 9 | Have students work in pairs in clinical lab. | Breast binder (or straight binder)<br>Peri-pads<br>Other necessary supplies | |
| 10 | Have students use teaching mannequin or doll. | T-binder<br>Double T-binder<br>Peri-pads<br>Other necessary supplies | |

Module XI-C

BANDAGES AND BINDERS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 11 | None | | Make answer key available to student. |
| 12 | None | Post-Test | Check answers in text at end of Post-Test. |
| 13 | Complete Check-Out Activities during practice sessions. Use the Evaluator's Final Checklist for checking out the student. | | |
| | | | |
| | | | |

Module XI-D

## APPLYING RESTRAINTS
(Title)

## CONTENTS OF MODULE

| Student Information | Activity | Page |
|---|---|---|
| **Student Self-Checks** | | |
| Applying Restraints - True/False | 6 | 3 |
| Terminology - Matching | 7 | 4 |
| Review - Questions | 9 | 5 |
| **Evaluator's Final Checklist:** Applying Restraints | 10 | 7 |

## SUGGESTED AUDIOVISUAL MATERIALS

| | Activity | Page |
|---|---|---|
| Trainex Filmstrip: "Use of Protective Restraints" | 2 | |

## RECOMMENDED REFERENCES

| | Activity | Page |
|---|---|---|
| NURSING SKILLS FOR ALLIED HEALTH SERVICES, 2nd ed., pp. 619-626, 630-631 | 1,8 | |
| NURSING SKILLS FOR CLINICAL PRACTICE, 3rd ed., pp. 627-634, 638-639 | 1,8 | |
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 356-359 | 1 | |

Module XI-D

## APPLYING RESTRAINTS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Use other references if desired. | | |
| 2 | Use other filmstrip if recommended one is not available. | Filmstrip projector<br>Screen<br>Cassette player | |
| 3 | None | | Make available all types of restraints that are used at health care facilities. |
| 4 | Have students work in teams and restrain each other in chair, bed, etc. | | Encourage students to become familiar with all restraints. |
| 5 | Try to imagine the psychological effect the restraints might have on you if you were the patient. | | |

APPLYING RESTRAINTS

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6,7 | None | | Make answer key available to student. |
| 8 | Have students write answers to multiple choice questions on another sheet of paper and then check answers. | Post-Test | Check answers in text at end of Post-Test. |
| 9 | None | | Make answer key available to student. |
| 10 | Complete Check-Out Activities during practice sessions. Use the Evaluator's Final Checklist for checking out student. | | If any restraints are being used in the clinical setting, arrange for students to observe how they were applied. |
| | | | |

Module XII

# FUNDAMENTAL MATHEMATICS FOR A HEALTH CAREER

(Title)

## CONTENTS OF MODULE

| Student Information | Activity | Page |
|---|---|---|
| Student Information Sheet No. 1 - Using Roman Numerals | 3 | 3 |
| Student Information Sheet No. 2 - Adding, Subtracting, Multiplying, and Dividing Fractions | 5 | 5 |
| Student Information Sheet No. 3 - Adding, Subtracting, Multiplying, and Dividing Decimals | 7 | 8 |
| Student Information Sheet No. 4 - Ratio and Proportion | 9 | 11 |
| Student Information Sheet No. 5 - Converting Measurements | 11 | 13 |
| Student Assignment Sheet No. 1 - Using Roman Numerals | 4 | 4 |
| Student Assignment Sheet No. 2 - Working with Fractions | 6 | 7 |
| Student Assignment Sheet No. 3 - Working with Decimals | 8 | 10 |
| Student Assignment Sheet No. 4 - Ratio and Proportion | 10 | 12 |
| Student Assignment Sheet No. 5 - Converting Measurements | 12 | 17 |
| **Student Self-Check** | | |
| Fundamental Mathematics - Twelve-Item Quiz | 13 | 18 |
| **Evaluator's Final Checklist:** Fundamental Mathematics for a Health Career (Teacher-prepared written examination. Student Assignment Sheets Nos. 1-5.) | 14 | 20 |

## SUGGESTED AUDIOVISUAL MATERIALS

## RECOMMENDED REFERENCES

| | |
|---|---|
| BASIC MATH PUZZLES. Copyright 1976, J. Weston Walch, Publisher | 6,8,10 |
| DIVERSIFIED HEALTH OCCUPATIONS, pp. 288-292 | 1 |
| DIVERSIFIED HEALTH OCCUPATIONS WORKBOOK, pp. 241-244 | 2 |

FUNDAMENTAL MATHEMATICS FOR A HEALTH CAREER

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Substitute with other references if desired. Use additional references if available. | | If time permits:<br>Ask a medical resource person to visit the class and make a presentation on "Math Used in the Health Care Setting." |
| 2 | Use other references if desired. | | Discuss results aloud with total class participation. Allow time for questions and answers. |
| 3 | Ask students to bring in ten examples of Roman Numerals being used in current printed material. | | |
| 4 | None | | Make answer key available to student. |
| 5 | Use additional references if available. Ask mathematics teacher to introduce the topic (e.g., ten-minute presentation). | | |

Module II

FUNDAMENTAL MATHEMATICS FOR A HEALTH CAREER

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6 | Allow sufficient time for practice. | | Conduct question and answer session after work is completed. Make answer key available to student. |
| 7 | Discuss in class.<br>Illustrate on board. | | Conduct question and answer session. |
| 8 | Allow sufficient time for practice. | | Invite local resource person (e.g. banker) to demonstrate examples of the danger of inaccurately working with decimals. Ask students to transfer this knowledge to the health care setting, citing possible situations. Make answer key available to student. |
| 9 | Demonstrate, using the board, before having students study Student Information Sheet, RATIO AND PROPORTION. | Concrete examples of ratio and proportion found in health care setting (possibly used on a form, etc.) | |
| 10 | Allow sufficient time for practice. | | Display completed puzzles (L.A. # 6,8,10) on wall.<br>Make answer key available to student. |

Module XII

## FUNDAMENTAL MATHEMATICS FOR A HEALTH CAREER

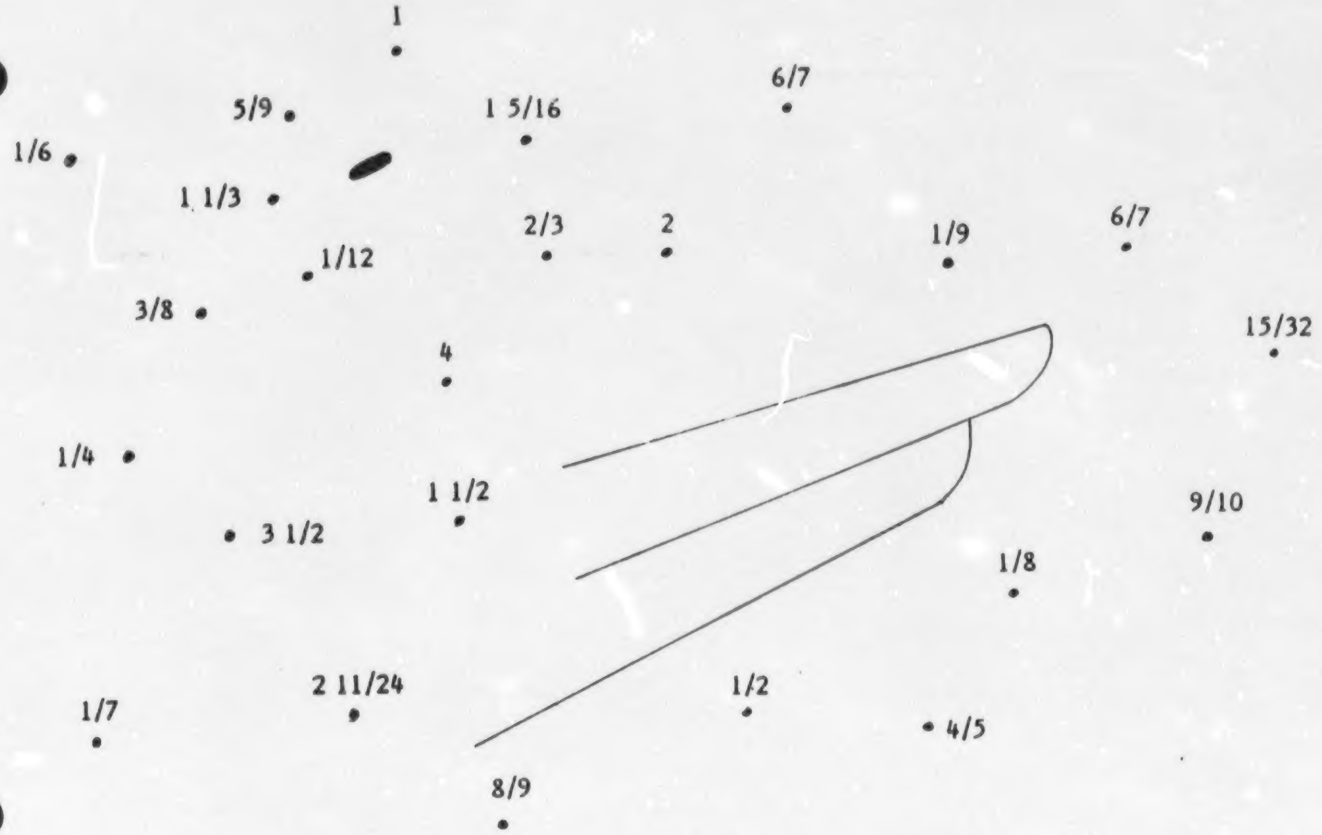
(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 11 | Demonstrate to entire class using fluids, etc. | Measuring devices (e.g., dram, ounce, pint, quart, gallon, pound) | Quiz the students using the charts on APOTHECARIES' SYSTEM and METRIC SYSTEM, common household measures, and equivalent liquid measures. |
| 12 | Allow sufficient time for practice. | | Make answer key available to student. |
| 13 | None | | Make answer key available to student. |
| 14 | Use Evaluator's Final Checklist. | Teacher-prepared written examination | Keep individual folders containing completed Assignment Sheets # 1-5. |
| | | | |

## Student Assignment Sheet No. 2 — WORKING WITH FRACTIONS

Complete the following examples and connect the dots to form a picture. All of the numbers will not be used in forming the picture. Show all work on a separate sheet of paper. (The instructor will provide a clean copy of the picture.)

1. 1/4 + 3/4 =
2. 1/3 + 2/9 =
3. 1/2 + 2/3 + 1/6 =
4. 7/8 - 3/6 =
5. 1/3 - 1/4 =
6. 5 4/7 - 2 1/14 =
7. 16 5/6 - 14 3/8 =
8. 2/3 x 3/4 =
9. 3/9 x 3/8 =
10. 3/8 x 1 1/4 =
11. 1/6 x 2/3 =
12. 1/5 - 1/10 =
13. 2/3 - 1/6 =
14. 7/8 - 2/3 =


1
5/9
1 5/16
6/7
1/6
1 1/3
2/3
2
1/9
6/7
1/12
3/8
15/32
4
1/4
1 1/2
9/10
3 1/2
1/8
2 11/24
1/2
1/7
4/5
8/9

## Student Assignment Sheet No. 3 — WORKING WITH DECIMALS

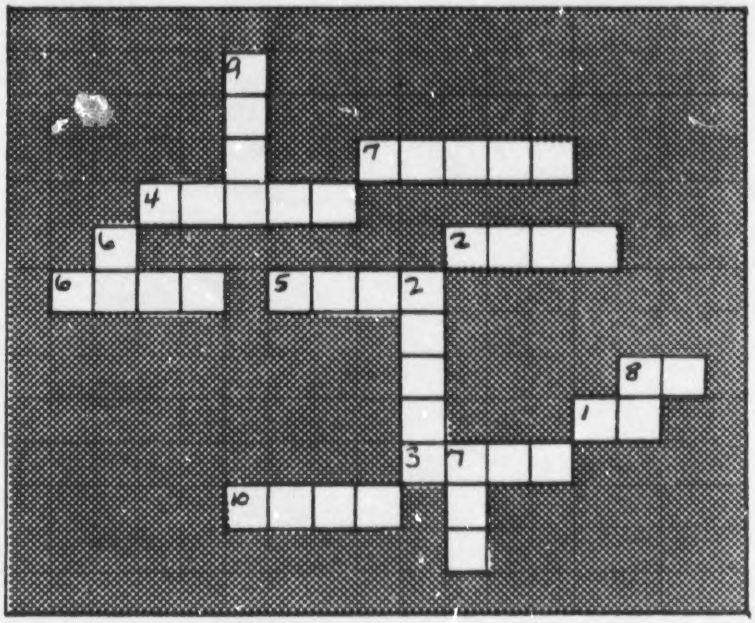
Complete the following examples. Fill in the crossword puzzle with your answers. Show all work on a separate sheet of paper.

**Across**

1. 2.3 + 1.0 =
2. 28.1 + 8.28 =
3. 5.87 - 3.242 =
4. 60.13 - 21.010 =
5. 6.2 + 7.31 + .02 =
6. 42.68 - .06 =
7. 210.1 + 98.61 + 41 =
8. 6.4 - 3.0 =
10. 3.4 + 6.01 + .062 =

**Down**

2. 5.76 x 62 =
6. 0.31 x 2 =
7. 306 - 0.51 =
8. 6.60 - 2.0 =
9. 61.1 x 4.1 =



## Student Assignment Sheet No. 4 — RATIO AND PROPORTION

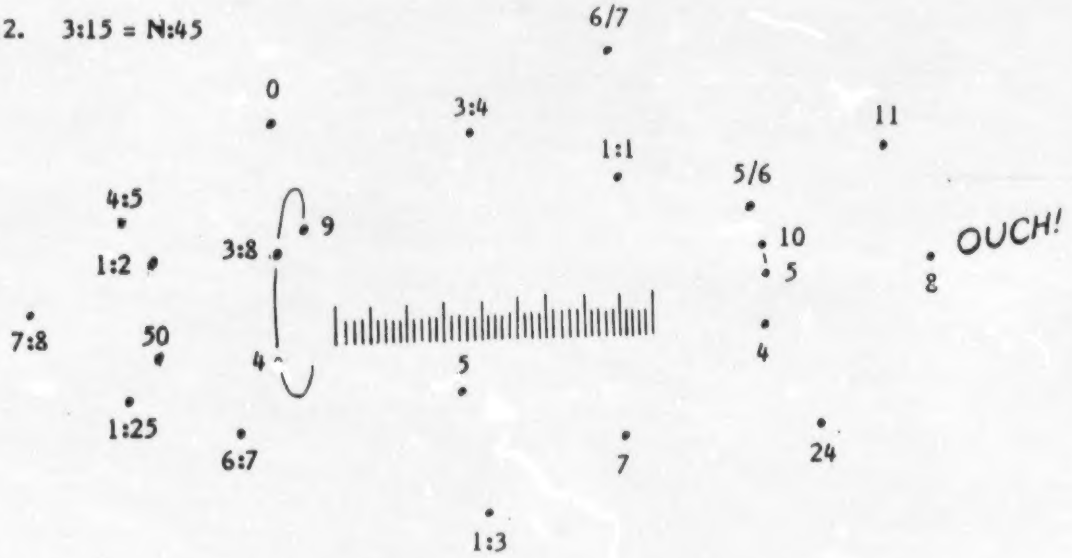
Find the answers and connect the dots. Show all work on a separate sheet of paper. (The instructor will provide a clean copy of the picture.)

Express as a ratio.

1. 3/8
2. 1/2
3. .8
4. .04

Solve for N.

5. 25:N = 5:10
6. 2:4 = N:8
7. 10:2 = 20:N
8. 2.5:N = 12:24
9. 4:5 = N:10
10. 4:8 = N:20
11. 6:1 = 5:N
12. 3:15 = N:45


6/7
0
3:4
11
1:1
5/6
4:5
9
3:8
10
5
OUCH!
1:2
8
7:8
50
4
5
4
1:25
6:7
7
24
1:3

Module XIII

# LEARNING ABOUT HOSA

(Title)

## CONTENTS OF MODULE

| Student Information | Activity | Page |
|---|---|---|
| Student Information Sheet No. 1 - History and Organization of HOSA (1976-1983) | 1 | 3 |
| Student Information Sheet No. 2 - Terminology and Characteristics | 1 | 5 |
| Student Information Sheet No. 3 - Purposes of HOSA | 1 | 7 |
| Student Information Sheet No. 4 - An Overview of HOSA | 1 | 8 |
| Student Information Sheet No. 5 - HOSA Emblem | 1 | 11 |
| Student Assignment Sheet No. 1 - Memorize and Recite the HOSA Creed | 4 | 12 |
| Student Assignment Sheet No. 2 - Purposes of HOSA | 4 | 15 |
| Student Assignment Sheet No. 3 - HOSA Emblem | 4 | 14 |
| Student Assignment Sheet No. 4 - Color Me HOSA | 4 | 15 |
| **Student Self-Checks** | | |
| History and Organization of HOSA - Eight-item quiz | 6 | 16 |
| Terminology and Characteristics | 6 | 17 |
| Test on HOSA - Comprehensive Examination | 6 | 19 |
| **Evaluator's Final Checklist:** Learning About HOSA | 7 | 22 |

192

## SUGGESTED AUDIOVISUAL MATERIALS

| | Activity |
|---|---|
| South Carolina Department of Education slide-tape: "The HOSA Story" (Produced by National HOSA) | 2 |

## RECOMMENDED REFERENCES

| | Activity |
|---|---|
| HOSA HANDBOOK, 1st ed., National HOSA, Oklahoma City, Oklahoma | 3 |

## LEARNING ABOUT HOSA

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 1 | Discuss aloud in class.<br>Divide into small groups and have the students drill one another. | | If possible:<br>Invite the president of a HOSA chapter in a neighboring school or school district to make a presentation on "All About HOSA." |
| 2 | Allow time for discussion before and after viewing of slide-tape program. | Slide projector<br>Cassette player | Write the Health Occupations Education Consultant, South Carolina Department of Education, 924 Rutledge Bldg., 1429 Senate St., Columbia, SC 29201, for copies of THE HOSA STORY. |
| 3 | None | NATIONAL HOSA HANDBOOK | Write the Health Occupations Education Consultant, South Carolina Department of Education, 924 Rutledge Bldg., 1429 Senate St., Columbia, SC 29201, for information on obtaining a copy of the HOSA HANDBOOK. |
| 4 | Allow students an opportunity to discuss the meaning of each "paragraph" of the HOSA Creed. | | Keep individual records of students' successful 100% accurate completion of Assignment Sheets Nos. 1-4. |
| 5 | Allow sufficient time for students' questions and contributions. | | If possible:<br>Invite adult working in area health care setting to discuss merits of participation in HOSA, i.e., "How HOSA Helped Him/Her"<br>or<br>"How HOSA Would Have Helped Him/Her." |

LEARNING ABOUT HOSA

(Title)

| Learning Activity No. | Suggestions | Tools, Equipment and Supplies | Teacher's Notes |
|---|---|---|---|
| 6 | Allow time for clarifying any confusion after each of the three self-checks is completed. | | Make answer key available to student. |
| 7 | Use Evaluator's Final Checklist. | Teacher-prepared written examination | Keep individual folders containing completed assignment sheets Nos. 1-4 (L.A. #4), date of recitation of Creed (L.A. #4), and written examination. |
| | | | |
| | | | |
| | | | |